State Auditor's Office

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An Audit Report on

The Higher Education Coordinating Board's Oversight of Distance Education at Texas's General Academic Institutions of Higher Education

November 2011

An Audit Report on

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Overall Conclusion

The Higher Education Coordinating Board (Coordinating Board) acts as an information resource on distance education, as required by the Texas Education Code. In addition, the Coordinating Board developed a Distance Learning Master Plan, received institutional plans from higher education institutions, and was notified of distance education courses and approved distance education programs, as required by the Texas Education Code and the Texas Administrative Code. Through its Distance Learning Master Plan, which the Coordinating Board is reviewing, and its policies and rules, the Coordinating Board provides guidance to general academic institutions of higher education institutions as they develop and operate their distance education programs.

Distance education is becoming an increasingly important part of the delivery of higher education. As of August 2010, all 37[1] public general academic institutions of higher education in Texas (excluding community colleges) reported that they offered distance education courses. For the Fall 2009 and Spring 2010 semesters, those 37 general academic institutions of higher education reported that they offered 1,074,306 semester credit hours through distance education, based on data reported to the Coordinating Board.

> **Background Information**
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> Distance education is the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction. Texas General Academic institutions of higher education have offered more distance education options to increase accessibility to higher education, provide greater flexibility to students, and respond to increases in student demand for distance education.
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> Distance education courses can be offered at various locations, such as on-campus, off-campus, or other locations. They can also be offered through face-to-face methods, through the use of electronic media, or as a fully distance education course. Title 19, Texas Administrative Code, Section 4.257, states that a fully distance education course "may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time." Those face-to-face sessions can include orientation, laboratory sessions, or exam reviews. The combination of location and method of delivery determines the course category (for example, "online," "other distance education," or "traditional").
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> Sources: The Coordinating Board and Title 19, Texas Administrative Code, Section 4.257.

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[1] For purposes of this audit, distance education information for the University of North Texas at Dallas is included with the distance education information for the University of North Texas. Founded in 2000, the University of North Texas at Dallas accepted its first freshman class in the Fall of 2010 and was not yet separately accredited by the Southern Association of Colleges and Schools as of September 2011. Other general academic institutions of higher education not separately accredited responded to the survey individually.

The State Auditor's Office surveyed Texas's 37 general academic institutions of higher education that confer undergraduate degrees about their experiences implementing distance education programs, and the institutions reported the following:

➢ During the 2009-2010 academic year, the 37 general academic institutions of higher education offered a total of 462 distance education degree programs, and 52.6 percent of those distance education degree programs were offered fully online. See Table 5 in Chapter 2 and Appendix 2 for a list of all degree programs offered by the 37 general academic institutions of higher education surveyed.

➢ During the 2009-2010 academic year, institutions offered approximately 69,231 formula-funded courses for academic credit and 1,046 self-supporting courses for academic credit. Of the total 70,277 total unique[2] courses, approximately 15.8 percent (11,090 courses) were offered via distance education. See Tables 1 and 2 in Chapter 1 for additional information about the distance education courses offered by the 37 general academic institutions of higher education surveyed.

➢ Specific financial data for distance education-related expenditures and revenues was not readily available at most of the institutions surveyed or at the Coordinating Board. Most of the institutions reported that they do not separately track distance education-related revenue or expenditures. Of the 37 institutions surveyed, 2 institutions did not provide any estimated or actual amounts for revenues and expenditures for distance education. Of the 35 institutions that provided estimated or actual amounts for revenues and/or expenditures for distance education:

  – Thirty-two institutions reported that they spent approximately $103.0 million for distance education-related <u>expenditures</u> (specifically for faculty and instructors, technology, and administration costs) in fiscal year 2010.

  – Thirty-three institutions reported that they generated approximately $187.5 million in distance education-related <u>revenue</u> (specifically from tuition and fees) in fiscal year 2010.

  The reported totals of distance education-related revenue and expenditures are not based on identical groups of general academic institutions of higher education and there is no consistent definition for distance education expenditures and revenues. Therefore, the reported totals for distance education expenditures and revenues are not comparable. Of the 35 institutions that provided auditors with specific financial data for distance education, 2 did not provide an amount for revenue and 3 institutions did not provide an amount for expenditures. (See Chapter 2-B for additional information about distance education-related financial data.)

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[2] This is the number of unique courses offered by each institution. While there may be multiple sections offered for a given course, for purposes of this report, that course is counted only once.

➢ Twenty-one general academic institutions of higher education reported approximately $10.1 million in distance education-related contract amounts for contract periods ranging from June 2002 through May 2016. However, several institutions, citing confidentiality clauses, did not report a contract amount. See Appendix 3 for a list of all contracts that the higher education institutions provided to auditors.

Summary of Management's Response

Coordinating Board management agreed with the recommendations in the audit report. Coordinating Board management also offered the following comment:

> *Although the agency's statutory obligation to create a Distance Education Master Plan as noted on page one was repealed in 2003, the agency remains involved in reviewing and shaping statewide distance education policies and provides relevant information to Texas public institutions of higher education. The Coordinating Board would like to reinforce the auditor's recognition that the unaudited institutional information, contained in the section on expenses and revenue should not be used as a mechanism for determining net revenue due to its unreliability and unaudited nature.*

Summary of Objectives, Scope, and Methodology

The objectives of this audit were to (1) determine whether the Coordinating Board complies with applicable laws and regulations related to distance education and (2) provide information on general academic, public higher education institutions' distance education programs, including information on degrees offered, budgeting, finance, and student enrollment.

The scope of this audit covered the 2009-2010 academic year and reported financial data related to distance education for fiscal years 2010 and 2011.

The audit methodology included working with the Coordinating Board to gain an understanding of distance education. However, auditors did not conduct testing to determine the reliability of the distance education data that higher education institutions self-reported to the Coordinating Board that is presented in this report. Auditors surveyed 37 general academic institutions of higher education that confer undergraduate degrees to gather information about the institutions' distance learning activities. As part of the survey, auditors asked each institution to verify the information related to distance learning activities that the institution reported to the Coordinating Board. Auditors did not confirm the accuracy of the information reported in the survey. In addition, auditors did not perform any information technology-related audit work.

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Detailed Results

The Coordinating Board Complies with Requirements to Provide Oversight of Distance Education Programs; However, It Should Enhance Its Role as an Informational Resource

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Distance Education Courses

Distance education courses can be offered at various locations, such as on-campus, off-campus, or other locations. They can also be offered through face-to-face methods, through the use of electronic media, or as a fully distance education course. Title 19, Texas Administrative Code, Section 4.257, states that a fully distance education course "may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time." Those face-to-face sessions can include orientation, laboratory sessions, or exam reviews. The combination of location and method of delivery determines the course category (for example, "online," "other distance education," or "traditional").

For purposes of this audit, "other distance education" is a course in which more than 50 percent but less than 85 percent of the instruction takes place when the student(s) and the instructor(s) are not in the same place. See Appendix 4 for more information about the classification of distance education offerings.

Sources: The Coordinating Board and Title 19, Texas Administrative Code, Section 4.257.

The Texas Education Code designates the Higher Education Coordinating Board (Coordinating Board) as the central resource for distance education in the State of Texas. The Coordinating Board's responsibilities include:

- The development of a Distance Learning Master Plan.

- Receipt and review of institutional plans for distance education.

- Notification and approval of distance education courses and programs.

The Coordinating Board also maintains distance education enrollment and semester credit hour data self-reported by general academic institutions of higher education and some distance education financial data. However, auditors noted that there is a risk that the distance education-related information that the Coordinating Board provides to external users may contain errors.

Chapter 1-A

The Coordinating Board Complies with Requirements to Provide Oversight of Distance Education Programs

Development of a Distance Learning Master Plan. Texas Education Code, Section 61.0771, requires the Coordinating Board to develop a Distance Learning Master Plan in cooperation with institutions of higher education. The purpose of the Distance Learning Master Plan is to provide guidance for the development of distance education offerings and other applications of instructional electronic technology. In July 1996, the Coordinating Board developed a Distance Learning Master Plan in compliance with the statutory requirement. The Distance Learning Master Plan includes information and guidance about:

- Providing appropriate support services for students.

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- Funding for the technology resources necessary to facilitate distance education.

- Protecting intellectual property rights.

Auditors surveyed Texas's 37 public higher education institutions that confer undergraduate degrees about the institutions' experiences implementing distance education programs. In the survey responses, institutions generally did not report experiencing significant challenges in the areas listed above when implementing and operating distance education programs (See Table 10 in Chapter 2-C for detailed survey results regarding institutions' experiences with distance education).

The Coordinating Board has not revised the Distance Learning Master Plan since 1996; however, as of September 2011, the Coordinating Board's Learning Technology Advisory Committee's Web site indicated it was reviewing the plan (see text box for more information about the Committee).

Receipt and review of institutional plans for distance education. Title 19, Texas Administrative Code, Section 4.259, requires that the Coordinating Board receive and approve an Institutional Plan for Distance Education from the higher education institutions that plan to offer any distance education courses or programs prior to offering distance education courses for the first time. The institutional plans should discuss the following:

- Institutional issues.

- Educational programs.

- Faculty.

- Student support services.

- Distance education facilities and support.

The Coordinating Board provided auditors with institutional plans for 32 of the 37 higher education institutions surveyed. The Coordinating Board reviewed and approved all 32 institutional plans, whose dates ranged from 2000 to 2007, and all 32 institutional plans addressed the required topics outlined in the Texas Administrative Code. The Coordinating Board could not provide an institutional plan for three institutions because the retention period for the plans had expired; and it did not have institutional plans for two

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institutions because those two institutions were not fully accredited and were operating under the authority of their parent institutions during the scope of this audit.

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Higher Education Regional Councils

Ten higher education regional councils advise the Coordinating Board's Commissioner and resolve disputes regarding plans for lower-division courses and programs proposed by public institutions, including courses offered through distance education. Each regional council can make recommendations to the Commissioner regarding off-campus courses and programs.

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Notification and approval of distance education courses and programs. Texas Education Code, Section 61.051, states that "no off-campus courses for credit may be offered by any public institution without specific approval of the Coordinating Board." According to the Coordinating Board's February 2011 approval of distance education courses and programs guidelines, higher education institutions must notify the Coordinating Board via email about all plans to offer proposed distance education course(s) or program(s). Proposals for lower-division courses and programs must be approved by 1 of the 10 Higher Education Regional Councils (see text box). For proposals related to upper-division and master's level courses, other institutions within a 50-mile radius of the proposed delivery site have an opportunity to submit any objections. If there are no objections, the Coordinating Board automatically approves the proposal. The Coordinating Board's Commissioner has the authority to resolve disputes between institutions. Auditors did not identify any inconsistencies between the Texas Education Code's requirements and the Coordinating Board's notification and approval procedures for distance education courses and programs.

Chapter 1-B

The Coordinating Board Should Enhance Its Role as an Informational Resource on Distance Education by Identifying Inconsistencies in Reported Data

The Coordinating Board collects distance education-related information. The Coordinating Board collects distance education-related information, such as enrollment in distance education courses and programs and the total semester credit hours offered through distance education, in accordance with the Texas Education Code requirement that the Coordinating Board act as an informational resource for distance education. The Coordinating Board also collects distance education course lists and distance education degree program lists. In addition, the Coordinating Board indirectly collects distance education enrollment information when institutions report their class census data in the Class Reports (CBM 004 reports) and the End of Semester Reports (CBM 006 reports). According to the Coordinating Board, it uses the distance education information to address requests from other state agencies, legislative offices, elected or appointed state officials, and the media.

In addition, the Coordinating Board's Web site offers references to its distance education rules, policies, and related forms; commonly used distance education terminology; and distance education best practices. However, the

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information was often difficult to find on the Web site. For example, the Coordinating Board's Web site's home page did not contain information regarding distance education or include any direct links to distance education resources.

The Coordinating Board requires institutions to report the number of formula funded courses through its CBM 004 Class Reports. According to the Coordinating Board's unaudited distance education course lists, statewide, the institutions offered more graduate-level distance education courses (5,132 total graduate-level) than undergraduate-level distance education courses (4,912 total undergraduate-level) during the 2009-2010 academic year. Table 1 lists the total courses, which were reported to the Coordinating Board, offered through traditional and distance education settings at each institution of higher education.

Table 1

Number of Formula-funded Courses [a] Offered Through Traditional and Distance Education Settings 2009-2010 Academic Year							
Institution Name	Total Unique College Courses	Undergraduate-level Courses			Graduate-level Courses		
		Traditional	Fully Online	Other Distance Education	Traditional	Fully Online	Other Distance Education
Angelo State University	1,101	766	76	0	190	69	0
Lamar University	1,706	998	148	62	433	65	0
Midwestern State University	1,234	788	135	12	214	81	4
Prairie View A&M University	1,406	929	24	38	329	53	33
Sam Houston State University	1,925	1,118	59	110	355	139	144
Stephen F. Austin State University	2,217	1,299	177	43	498	149	51
Sul Ross State University - Rio Grande College	248	135	46	0	43	24	0
Sul Ross State University	746	405	64	37	145	70	25
Tarleton State University	1,641	846	132	232	181	105	145
Texas A&M International University	935	622	34	0	233	46	0
Texas A&M University	4,815	2,439	148	4	1,784	387	53
Texas A&M University - Central Texas	438	230	63	4	118	23	0
Texas A&M University - Corpus Christi	1,478	936	44	0	442	56	0
Texas A&M University - Commerce	1,903	815	178	126	327	239	218
Texas A&M University at Galveston	305	276	1	0	22	5	1

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Institution Name	Total Unique College Courses	Undergraduate-level Courses			Graduate-level Courses		
		Traditional	Fully Online	Other Distance Education	Traditional	Fully Online	Other Distance Education
Texas A&M University - Kingsville	1,304	826	29	5	370	74	0
Texas A&M University - Texarkana	527	224	48	73	129	37	16
Texas A&M University - San Antonio	367	238	12	0	105	12	0
Texas Southern University	1,559	941	0	10	600	0	8
Texas State University – San Marcos	3,269	1,689	90	166	1,068	73	183
Texas Tech University	3,901	1,854	133	56	1,468	311	79
Texas Woman's University	2,044	795	188	32	704	305	20
University of Houston	4,387	2,113	189	48	1,907	94	36
University of Houston - Clear Lake	1,509	590	102	57	560	111	89
University of Houston - Downtown	1,080	715	149	151	59	2	4
University of Houston - Victoria	718	119	158	126	62	168	85
University of North Texas [b]	4,129	2,194	139	30	1,425	265	76
The University of Texas at Arlington	3,267	1,565	84	47	1,277	188	106
The University of Texas at Austin	5,256	2,831	0	0	2,425	0	0
The University of Texas at Brownsville	1,185	745	130	0	280	30	0
The University of Texas at Dallas	1,991	958	20	15	893	101	4
The University of Texas at El Paso	2,391	1,348	70	12	866	92	3
The University of Texas - Pan American	2,070	1,246	93	45	617	34	35
The University of Texas of the Permian Basin	882	579	70	22	160	48	3
The University of Texas at San Antonio	2,533	1,433	28	17	1,030	15	10
The University of Texas at Tyler	1,267	760	42	88	275	74	28
West Texas A&M University	1,497	876	140	1	352	124	4
Totals	**69,231**	**37,241**	**3,243**	**1,669**	**21,946**	**3,669**	**1,463**

Number of Formula-funded Courses [a] Offered Through Traditional and Distance Education Settings
2009-2010 Academic Year

[a] The totals listed in this table are for the unique courses offered by each institution. While there may be multiple sections offered for a given course, for purposes of this table, that course is counted only once.

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Number of Formula-funded Courses [a] Offered Through Traditional and Distance Education Settings 2009-2010 Academic Year							
	Total Unique College Courses	Undergraduate-level Courses			Graduate-level Courses		
Institution Name		Traditional	Fully Online	Other Distance Education	Traditional	Fully Online	Other Distance Education

[b] For purposes of this audit, distance education information for the University of North Texas at Dallas is included with the distance education information for the University of North Texas. Founded in 2000, the University of North Texas at Dallas accepted its first freshman class in the Fall of 2010 and was not yet separately accredited by the Southern Association of Colleges and Schools as of September 2011.

Sources: Unaudited data from the Coordinating Board's CBM 004 Class Report and information the institutions self-reported on the State Auditor's Office's survey.

Table 2 lists additional distance education courses that were not reported to the Coordinating Board on the CBM 004 Class Reports. These additional courses could include self-supporting courses, which are academic credit courses whose semester credit hours are not submitted for formula funding. The Coordinating Board does not require institutions to report self-supporting courses on the CBM 004 Class Reports. It is important to note that some of the formula-funded courses included in Table 1 may also be included in the Table 2 as self-supporting courses.

Table 2

Number of Additional Courses Offered Through Distance Education Settings 2009-2010 Academic Year					
	Total Unique College Courses	Undergraduate-level Courses		Graduate-level Courses	
Institution Name		Fully Online	Other Distance Education	Fully Online	Other Distance Education
Sam Houston State University	322	56	78	104	84
Stephen F. Austin State University	109	27	1	71	10
Texas A&M University	142	6	0	136	0
Texas State University – San Marcos	51	50	0	1	0
Texas Tech University	67	0	67	0	0
The University of Texas at Arlington	43	10	0	33	0
The University of Texas at Austin	72	61	0	11	0
University of North Texas [a]	240	63	0	177	0
Totals	1,046	273	146	533	94

[a] For purposes of this audit, distance education information for the University of North Texas at Dallas is included with the distance education information for the University of North Texas. Founded in 2000, the University of North Texas at Dallas accepted its first freshman class in the Fall of 2010 and was not yet separately accredited by the Southern Association of Colleges and Schools as of September 2011.

Source: Self-reported, unaudited data from the State Auditor's Office's survey of institutions.

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Auditors compared the enrollment data in the Coordinating Board's CBM 004 Class Reports (the official classroom data as of the 12th class day for the Fall and Spring semesters and the fourth class day for Summer terms) to the data in the CBM 006 End of Semester Reports (official enrollment as of the final day of the semester) to determine the completion rates of traditional students to the completion rates of students enrolled in distance education. Based on this analysis, the statewide completion rate for students enrolled in online distance education is 1.24 percent lower than the completion rates for students enrolled in traditional courses and 3.04 percent lower for students enrolled in other distance education courses. Table 3 shows the completion rates for all courses offered at the 37 higher education institutions surveyed.

Table 3

Comparison of Completion Rates for Traditional and Distance Education Courses 2009-2010 Academic Year			
Institution Name	Traditional Courses	Online Courses	Other Distance Education Courses
Angelo State University	95.11%	94.44%	Not Applicable
Lamar University	95.62%	97.05%	98.26%
Midwestern State University	96.11%	94.57%	98.80%
Prairie View A&M University	96.75%	90.54%	92.72%
Sam Houston State University	93.38%	94.86%	96.92%
Stephen F. Austin State University	95.32%	95.31%	99.03%
Sul Ross State University - Rio Grande College	95.94%	96.33%	76.04%
Sul Ross State University	96.99%	94.56%	Not Applicable
Tarleton State University	95.92%	94.61%	97.25%
Texas A&M International University	94.37%	92.29%	Not Applicable
Texas A&M University	96.55%	97.45%	99.26%
Texas A&M University - Central Texas	96.89%	95.41%	100.00%
Texas A&M University - Corpus Christi	96.03%	93.21%	97.68%
Texas A&M University - Commerce	95.10%	95.37%	Not Applicable
Texas A&M University at Galveston	96.42%	96.77%	100.00%
Texas A&M University - Kingsville	93.97%	92.88%	76.47%
Texas A&M University - Texarkana	94.58%	95.14%	Not Applicable
Texas A&M University - San Antonio	95.87%	92.96%	98.17%
Texas Southern University	94.05%	Not Applicable	90.24%
Texas State University - San Marcos	94.91%	94.21%	97.16%
Texas Tech University	95.02%	96.03%	98.82%
Texas Woman's University	96.92%	95.80%	99.03%

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Comparison of Completion Rates for Traditional and Distance Education Courses 2009-2010 Academic Year			
Institution Name	Traditional Courses	Online Courses	Other Distance Education Courses
University of Houston	94.75%	91.05%	96.67%
University of Houston - Clear Lake	95.02%	92.06%	96.98%
University of Houston - Downtown	93.08%	92.52%	98.33%
University of Houston - Victoria	97.21%	92.40%	96.72%
University of North Texas [a]	96.76%	95.10%	98.41%
The University of Texas at Arlington	93.84%	93.06%	98.58%
The University of Texas at Austin	97.01%	Not Applicable	Not Applicable
The University of Texas at Brownsville	96.71%	94.44%	Not Applicable
The University of Texas at Dallas	97.22%	96.33%	99.62%
The University of Texas at El Paso	94.18%	91.16%	98.81%
The University of Texas - Pan American	96.52%	95.10%	97.67%
The University of Texas of the Permian Basin	95.37%	91.71%	94.51%
The University of Texas at San Antonio	93.10%	87.19%	97.69%
The University of Texas at Tyler	95.18%	95.68%	97.87%
West Texas A&M University	95.78%	93.41%	100.00%
Statewide Completion Rates [b]	95.45%	94.21%	97.25%

[a] For purposes of this audit, distance education information for the University of North Texas at Dallas is included with the distance education information for the University of North Texas. Founded in 2000, the University of North Texas at Dallas accepted its first freshman class in the Fall of 2010 and was not yet separately accredited by the Southern Association of Colleges and Schools as of September 2011.

[b] The statewide completion rates are based on weighted averages.

Source: Unaudited information from the Coordinating Board.

The Coordinating Board's data also shows that, at most of the higher education institutions surveyed, the completion rate for selected core curriculum courses of students enrolled in a traditional classroom setting is higher than the completion rate of students enrolled in distance education. Table 4 on the next page shows the completion rates for selected core curriculum courses offered in the areas of communication, mathematics, and government at 31 of the 37 higher education institutions surveyed. Some higher education institutions, such as The University of Texas at Brownsville, experienced higher completion rates among their distance education courses than the completion rates among courses offered in a traditional classroom setting. It should be noted that the completion rates in Table 4 are based on a much smaller number of courses than the rates in Table 3. Due to the small

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sample sizes, these rates may not accurately represent the overall completion rates in all core curriculum courses offered by each institution. Auditors were unable to identify comparable core curriculum courses for six institutions.

Table 4

Completion Rates for Selected Core Curriculum Courses Offered in Traditional and Distance Education Settings [a] 2009-2010 Academic Year								
	Communication Courses			Mathematics Courses			Government Courses		
Institution Name	Traditional	Online	Other Distance Education	Traditional	Online	Other Distance Education	Traditional	Online	Other Distance Education
Angelo State University	93%	Not Applicable	Not Applicable	86%	78%	Not Applicable	95%	64%	Not Applicable
Lamar University	95%	77%	97%	96%	83%	98%	95%	91%	98%
Midwestern State University	96%	Not Applicable	Not Applicable	90%	Not Applicable	100%	98%	97%	Not Applicable
Prairie View A&M University	96%	90%	Not Applicable	94%	Not Applicable	Not Applicable	98%	Not Applicable	Not Applicable
Sam Houston State University	90%	Not Applicable	Not Applicable	87%	Not Applicable	Not Applicable	93%	Not Applicable	Not Applicable
Stephen F. Austin State University	97%	89%	99%	90%	85%	Not Applicable	96%	Not Applicable	100%
Sul Ross State University	89%	Not Applicable	Not Applicable	95%	Not Applicable	Not Applicable	98%	Not Applicable	86%
Tarleton State University	93%	Not Applicable	Not Applicable	93%	84%	Not Applicable	98%	96%	Not Applicable
Texas A&M International University	95%	Not Applicable	Not Applicable	89%	Not Applicable	Not Applicable	97%	98%	Not Applicable
Texas A&M University	97%	Not Applicable	Not Applicable	82%	Not Applicable	Not Applicable	95%	Not Applicable	Not Applicable
Texas A&M University - Commerce	98%	92%	Not Applicable	96%	89%	Not Applicable	98%	89%	Not Applicable
Texas A&M University - Corpus Christi	92%	Not Applicable	Not Applicable	89%	92%	Not Applicable	96%	Not Applicable	Not Applicable
Texas A&M University at Galveston	94%	Not Applicable	Not Applicable	95%	Not Applicable	Not Applicable	99%	Not Applicable	Not Applicable
Texas A&M University - Kingsville	94%	Not Applicable	Not Applicable	85%	90%	Not Applicable	95%	81%	Not Applicable
Texas Southern University	90%	Not Applicable	Not Applicable	89%	Not Applicable	Not Applicable	93%	Not Applicable	Not Applicable
Texas State University - San Marcos	96%	Not Applicable	Not Applicable	90%	Not Applicable	Not Applicable	98%	95%	Not Applicable
Texas Tech University	87%	75%	Not Applicable	92%	Not Applicable	Not Applicable	96%	Not Applicable	Not Applicable

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Completion Rates for Selected Core Curriculum Courses Offered in Traditional and Distance Education Settings [a] 2009-2010 Academic Year									
	Communication Courses			Mathematics Courses			Government Courses		
Institution Name	Traditional	Online	Other Distance Education	Traditional	Online	Other Distance Education	Traditional	Online	Other Distance Education
Texas Woman's University	97%	71%	97%	98%	91%	Not Applicable	99%	94%	Not Applicable
University of Houston	93%	Not Applicable	Not Applicable	91%	77%	Not Applicable	93%	80%	Not Applicable
University of Houston - Downtown	94%	Not Applicable	Not Applicable	91%	Not Applicable	Not Applicable	92%	Not Applicable	Not Applicable
University of North Texas	97%	80%	Not Applicable	92%	Not Applicable	Not Applicable	98%	Not Applicable	Not Applicable
The University of Texas at Arlington	95%	86%	Not Applicable	89%	77%	Not Applicable	94%	89%	Not Applicable
The University of Texas at Austin	96%	Not Applicable	Not Applicable	95%	Not Applicable	Not Applicable	96%	Not Applicable	Not Applicable
The University of Texas at Brownsville	93%	97%	Not Applicable	92%	96%	Not Applicable	99%	100%	Not Applicable
The University of Texas at Dallas	97%	Not Applicable	Not Applicable	90%	Not Applicable	Not Applicable	98%	Not Applicable	Not Applicable
The University of Texas at El Paso	90%	Not Applicable	Not Applicable	91%	Not Applicable	Not Applicable	95%	Not Applicable	Not Applicable
The University of Texas - Pan American	98%	100%	97%	92%	Not Applicable	82%	98%	88%	75%
The University of Texas of the Permian Basin	95%	75%	Not Applicable	89%	Not Applicable	Not Applicable	97%	Not Applicable	Not Applicable
The University of Texas at San Antonio	88%	62%	94%	91%	Not Applicable	85%	94%	Not Applicable	70%
University of Texas at Tyler	97%	Not Applicable	Not Applicable	90%	Not Applicable	Not Applicable	99%	96%	Not Applicable
West Texas A&M University	93%	76%	Not Applicable	94%	86%	Not Applicable	98%	98%	Not Applicable
Statewide Completion Rates [b]	94%	86%	92%	91%	84%	90%	96%	92%	95%

[a] Auditors selected core curriculum courses from the list of core curriculum courses maintained by Texas State University – San Marcos at http://statecore.its.txstate.edu/. Auditors selected one course for each institution where possible from the following, state-designated core curriculum categories: communication, mathematics, and government.

[b] The statewide completion rates are based on weighted averages.

Source: Unaudited information from the Coordinating Board.

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The Coordinating Board should implement procedures that identify inconsistencies in the data it receives related to distance education. Auditors identified instances in which institutions' self-reported distance education data submitted to the Coordinating Board was incomplete and inaccurate. Specifically:

- The Coordinating Board's data on the number of distance education semester credit hours was incorrect for one institution for the Spring 2010 semester. According to the Coordinating Board, this error may have been the result of the institution misreporting the credit hours.

- Institutions were inconsistent in the reporting of distance education delivery methods. According to the Coordinating Board, those inconsistencies were likely caused by a combination of reporting errors or changes in the location or mode of instruction for a particular section during the course of a semester.

While the Coordinating Board asserts that it has processes to review data self-reported by higher education institutions, those processes do not include procedures to identify inconsistencies in the data specific to distance education. For example, the Coordinating Board could use edit checks to perform a comparison of the distance education enrollment data in the Coordinating Board's CBM 004 Class Report (the official classroom data as of the 12th class day for the Fall and Spring semesters and the fourth class day for Summer terms) to the data in the CBM 006 End of Semester Report (classroom data for the final day of the semester) to identify inconsistencies. Because the Coordinating Board does not have review processes specific to distance education data, there is a risk that the distance education-related information that the Coordinating Board provides to external users may contain errors.

Recommendations

The Coordinating Board should:

- Improve the accessibility of its distance education-related information and guidance by providing a direct link to distance education resources on its Web site's home page.

- Implement a process to review for reasonableness the distance education information that is reported by higher education institutions.

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Management's Response

The Coordinating Board agrees with recommendation one that the visibility of the agency's web page devoted to distance education can be improved and will provide a direct link to the information from the agency's home page. The anticipated completion date is November 2011. The Special Projects Director, Academic Programs, Academic Affairs and Research, is responsible for the corrective action.

The Coordinating Board agrees with recommendation two that accurate distance education data are important and has taken steps to assure the accuracy of such information. Starting in summer 2011, the agency made changes to the reports that institutions use to report class data, including distance education. A new data check report will be generated during the class data editing process which will identify the number of distance education classes and credit hours associated with those classes. The data can be compared year by year which will highlight any institutional anomalies. The anticipated completion date for the creation of this data check report is December 31, 2011. The Director, Educational Data Center, Planning and Accountability, is responsible for the corrective action.

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Auditors conducted a survey of all 37 public institutions of higher education in Texas that confer undergraduate degrees to obtain information about the institutions' experiences implementing distance education programs and about their management of distance education courses and programs. All 37 institutions responded to the survey. Information requested in the survey included tuition and fees for distance education courses; distance education degree programs offered; information on third-party contracts related to distance education; and the institutions' experiences in implementing, marketing, and managing their distance education programs.

Chapter 2-A
Distance Education-related Course and Degree Program Information

Based on information that the 37 institutions submitted to the Coordinating Board and reported in the State Auditor's Office's survey, the 37 institutions offered 243 online degree programs and 219 other distance education degree programs during the 2009-2010 academic year. Specifically:

- The 37 institutions reported that they offered a total of 63 undergraduate level online degree programs and 180 graduate level online degree programs.

- The 2 institutions that reported offering the highest number of online graduate degree programs were (1) Texas A&M University, which offered 24 online graduate degree programs, or 13.3 percent of all online graduate degree programs, and (2) the University of North Texas, which offered 21 online graduate degree programs, or 11.7 percent of all online graduate degree programs.

Table 5 on the next page lists the number of distance education degree programs that each institution reported it offered during the 2009-2010 academic year. See Appendix 2 for more information related to online only distance education degrees.

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Table 5

Reported Number of Distance Education Degree Programs Offered 2009-2010 Academic Year				
	Online Degree Programs		Other Distance Education Degree Programs	
Institution Name	Undergraduate	Graduate	Undergraduate	Graduate
Angelo State University	0	3	0	4
Lamar University	6	6	0	0
Midwestern State University	4	7	0	0
Prairie View A&M University	0	4	5	9
Sam Houston State University	0	11	0	0
Stephen F. Austin State University	4	9	4	8
Sul Ross State University	0	2	3	5
Sul Ross State University - Rio Grande College	0	1	0	0
Tarleton State University	0	7	0	0
Texas A&M International University	0	1	0	0
Texas A&M University	0	24	12	6
Texas A&M University - Central Texas	0	0	0	0
Texas A&M University - Commerce	1	7	0	0
Texas A&M University - Corpus Christi	1	2	0	2
Texas A&M University - Kingsville	0	1	0	6
Texas A&M University - San Antonio	0	0	0	0
Texas A&M University - Texarkana	0	0	0	0
Texas A&M University at Galveston	0	0	0	0
Texas Southern University	0	3	0	0
Texas State University - San Marcos	1	7	0	0
Texas Tech University	3	11	3	10
Texas Woman's University	9	8	0	7
The University of Texas - Pan American	0	3	0	6
The University of Texas at Arlington	2	6	4	20
The University of Texas at Austin	0	0	0	0
The University of Texas at Brownsville	8	4	0	1
The University of Texas at Dallas	0	2	0	0
The University of Texas at El Paso	1	7	0	0
The University of Texas at San Antonio	0	1	0	1
The University of Texas at Tyler	0	5	0	0
The University of Texas of the Permian Basin	3	4	9	0
University of Houston	1	1	10	7
University of Houston - Clear Lake	0	5	6	6

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Reported Number of Distance Education Degree Programs Offered 2009-2010 Academic Year				
	Online Degree Programs		Other Distance Education Degree Programs	
Institution Name	Undergraduate	Graduate	Undergraduate	Graduate
University of Houston - Downtown	4	0	16	1
University of Houston - Victoria	5	3	15	8
University of North Texas	3	21	2	12
West Texas A&M University	7	4	7	4
Statewide	63	180	96	123

Sources: Unaudited, self-reported data from the State Auditor's Office's survey of institutions and unaudited degree program list provided by the Coordinating Board.

Chapter 2-B
Distance Education-related Financial Information

Fees. Thirty-two (86.5 percent) of the 37 institutions surveyed indicated they assess specific fees for distance education courses. The most common type of fee assessed was a general distance education fee, which was charged per semester credit hour for each distance education course. This general distance education fee ranged from $12 per semester credit hour to $240 per semester credit hour, depending on the institution. The University of Texas at Tyler charged a $240 telecampus fee for programs offered through the University of Texas Telecampus.

Additionally, 24 (64.9 percent) of the 37 institutions surveyed stated they exempt students enrolled in distance education courses from certain fees that students in traditional classroom-based courses are required to pay (see Appendix 5 for more information about student fees). Among the fees that the 24 institutions reported they waive for distance education students were fees related to accessing the following services:

- Medical/health center.

- Recreation/athletics/wellness facilities and programs.

- Student center/union.

- Parking/transportation.

- Student services.

Expenditures and Revenues. Specific financial data for distance education-related expenditures and revenues were not readily available at most of the

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institutions surveyed or at the Coordinating Board. Most of the institutions reported that they do not separately track distance education-related revenue or expenditures. Auditors asked institutions to (1) indicate whether distance education expenditures and revenues are accounted for separately in their accounting systems and (2) provide the amount (actual or estimated) of revenues generated from all distance education courses and programs (specifically associated with tuition and fees) in fiscal year 2010, and (3) provide the amount (actual or estimated) of all distance education expenditures (specifically for distance education faculty and instructors, technology, and administration) in fiscal year 2010.

Of the 37 institutions surveyed, 2 institutions did not provide any estimated or actual amounts for revenues and expenditures for distance education. Those institutions were Texas A&M University – Commerce and The University of Texas at Arlington. In addition, of the 35 institutions that provided amounts, 3 institutions (Texas A&M University – Texarkana, The University of Texas at Tyler, and the University of North Texas) provided amounts for revenue but not expenditures and 2 institutions (Lamar University and Texas A&M University-San Antonio) provided amounts for expenditures but not revenue. Specifically:

- Thirty-two institutions reported they spent approximately $103.0 million on distance education-related expenditures in fiscal year 2010. The University of Houston – Downtown and the University of Houston – Clear Lake reported they incurred $11,214,180 and $11,867,519, respectively, or 22.4 percent of those estimated expenditures.

- Thirty-three institutions reported that distance education courses and programs generated approximately $187.5 million in revenue in fiscal year 2010. Texas Woman's University and the University of North Texas reported the largest amount of revenue ($26,990,643 and $25,046,000, respectively) related to distance education in fiscal year 2010; together, those amounts represented 27.8 percent of the total estimated revenue reported.

Because the reported totals of distance education-related revenue and expenditures are not based on identical groups of institutions and there is no consistent definition for distance education revenue and expenditures, those totals are not comparable.

Table 6 on the next page lists the reported totals of expenditures and revenue generated by distance education in fiscal year 2010 at each institution surveyed. It is important to note that many of the totals listed are estimates and may not comprise all expenditures or revenues related to distance education.

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Table 6

Institutions' Reported Distance Education Expenditures and Revenue [a] Fiscal Year 2010					
Institution Name	Category	Tracked Separately?	Total Amount		Estimated or Actual Amounts?
Angelo State University	Expenditures	Yes	$	2,622,373	Estimated
	Revenue	Yes	$	3,233,146	Estimated
Lamar University	Expenditures	No	$	1,174,728	Estimated
	Revenue	No	$	0	Did Not Report
Midwestern State University	Expenditures	No	$	406,000	Estimated
	Revenue	No	$	754,000	Estimated
Prairie View A&M University	Expenditures	Yes	$	239,220	Actual
	Revenue	Yes	$	418,419	Actual
Sam Houston State University	Expenditures	Yes	$	4,644,414	Actual
	Revenue	Yes	$	7,268,144	Actual
Stephen F. Austin State University	Expenditures	Yes	$	9,927,278	Estimated
	Revenue	No	$	10,821,907	Estimated
Sul Ross State University	Expenditures	Yes	$	1,119,016	Actual
	Revenue	Yes	$	1,438,159	Actual
Sul Ross State University - Rio Grande College	Expenditures	No	$	555,188	Estimated
	Revenue	No	$	1,055,660	Estimated
Tarleton State University	Expenditures	No	$	4,383,019	Estimated
	Revenue	No	$	5,097,869	Estimated
Texas A&M International University	Expenditures	Yes	$	1,178,592	Actual
	Revenue	Yes	$	1,193,711	Actual
Texas A&M University	Expenditures	No	$	3,000,000	Estimated
	Revenue	No	$	12,300,000	Estimated
Texas A&M University - Central Texas	Expenditures	Yes	$	14,040	Actual
	Revenue	Yes	$	334,632	Actual
Texas A&M University - Commerce	Expenditures	Yes	$	0	Did Not Report
	Revenue	Yes	$	0	Did Not Report
Texas A&M University - Corpus Christi	Expenditures	No	$	1,400,000	Estimated
	Revenue	Yes	$	2,575,226	Actual
Texas A&M University - Kingsville	Expenditures	No	$	1,466,658	Estimated
	Revenue	No	$	1,403,453	Estimated
Texas A&M University - San Antonio	Expenditures	No	$	100,000	Estimated
	Revenue	No	$	0	Did Not Report
Texas A&M University - Texarkana	Expenditures	No	$	0	Did Not Report
	Revenue	No	$	208,379	Estimated

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Institutions' Reported Distance Education Expenditures and Revenue [a] Fiscal Year 2010				
Institution Name	Category	Tracked Separately?	Total Amount	Estimated or Actual Amounts?
Texas A&M University at Galveston	Expenditures	No	$ 130,000	Estimated
	Revenue	No	$ 30,400	Estimated
Texas Southern University	Expenditures	Yes	$ 321,973	Estimated
	Revenue	Yes	$ 689,942	Estimated
Texas State University - San Marcos	Expenditures	No	$ 3,821,241	Estimated
	Revenue	No	$ 4,801,575	Estimated
Texas Tech University	Expenditures	No	$ 3,190,534	Estimated
	Revenue	No	$ 9,892,365	Estimated
Texas Woman's University	Expenditures	No	$ 10,885,406	Estimated
	Revenue	No	$ 26,990,643	Estimated
The University of Texas - Pan American	Expenditures	No	$ 890,000	Estimated
	Revenue	Yes	$ 6,939,825	Estimated
The University of Texas at Arlington	Expenditures	No	$ 0	Did Not Report
	Revenue	No	$ 0	Did Not Report
The University of Texas at Austin	Expenditures	No	$ 1,500,000	Estimated
	Revenue	No	$ 1,800,000	Estimated
The University of Texas at Brownsville	Expenditures	No	$ 3,939,150	Estimated
	Revenue	No	$ 8,809,404	Estimated
The University of Texas at Dallas	Expenditures	No	$ 1,000,000	Estimated
	Revenue	No	$ 900,000	Estimated
The University of Texas at El Paso	Expenditures	No	$ 3,275,143	Estimated
	Revenue	No	$ 5,525,117	Estimated
The University of Texas at San Antonio	Expenditures	No	$ 18,000	Estimated
	Revenue	No	$ 115,989	Estimated
The University of Texas at Tyler	Expenditures	No	$ 0	Did Not Report
	Revenue	No	$ 2,700,000	Estimated
The University of Texas of the Permian Basin	Expenditures	No	$ 1,985,411	Estimated
	Revenue	No	$ 1,847,675	Estimated
University of Houston	Expenditures	No	$ 8,300,230	Estimated
	Revenue	No	$ 9,955,075	Estimated
University of Houston - Clear Lake	Expenditures	No	$ 11,867,519	Estimated
	Revenue	No	$ 10,592,153	Estimated
University of Houston - Downtown	Expenditures	No	$ 11,214,180	Estimated
	Revenue	No	$ 10,920,774	Estimated

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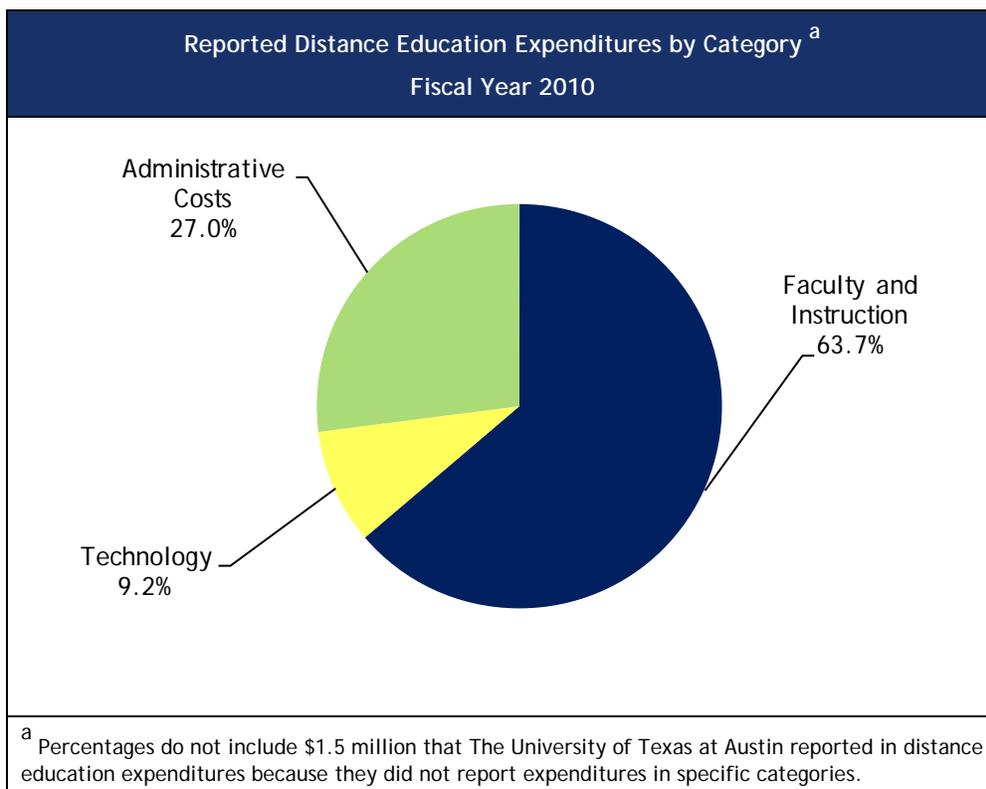| Institutions' Reported Distance Education Expenditures and Revenue [a]					
Fiscal Year 2010					
Institution Name	Category	Tracked Separately?	Total Amount		Estimated or Actual Amounts?
University of Houston - Victoria	Expenditures	No	$	7,121,000	Estimated
	Revenue	No	$	9,154,000	Estimated
University of North Texas	Expenditures	No	$	0	Did Not Report
	Revenue	No	$	25,046,000	Estimated
West Texas A&M University	Expenditures	Yes	$	1,320,345	Actual
	Revenue	No	$	2,681,492	Actual
Statewide Totals [b]	Expenditures		$ 103,010,658		
	Revenue		$ 187,495,134		
[a] Five institutions did not report expenditures and four institutions did not report revenue.					
[b] These totals do not include distance education-related expenditures and revenues from the institutions that did not report amounts for those categories.					

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

Expenditure categories. Approximately 63.7 percent of the total estimated distance education-related expenditures statewide were related to faculty and instructor costs (see Figure 1 on the next page). A majority of the institutions surveyed have offered distance education options for more than 10 years; their reported technology costs represented about 9.2 percent of the estimated statewide total distance education-related expenditures. This may indicate that institutions are leveraging existing technology to operate their distance education programs.

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Figure 1

Reported Distance Education Expenditures by Category [a]
Fiscal Year 2010

Administrative Costs
27.0%

Faculty and Instruction
63.7%

Technology
9.2%

[a] Percentages do not include $1.5 million that The University of Texas at Austin reported in distance education expenditures because they did not report expenditures in specific categories.

Source: Unaudited, self-reported data from the State Auditor's Office survey of institutions.

Distance Education-related Contracts. Institutions may enter into contracts with vendors for distance education-related services. Auditors requested a list of the contracts that were in place during fiscal years 2010 and 2011. Twenty-one (56.8 percent) of the 37 institutions surveyed provided a list of the third-party contracts/agreements between the institution and a vendor for distance education-related programs. The institutions surveyed reported contracts for approximately $10.1 million in distance education-related contract expenditures, with contract periods that ranged from June 2002 through May 2016. (See Appendix 3 for a list of distance education-related contracts.) Ten of the 21 institutions did not provide at least one contract amount; some of those 10 institutions cited confidentiality clauses.

The distance education-related services and products provided by vendors at the institutions surveyed included:

- Centralized learning management systems for faculty, students, and staff.

- Systems for online exams.

- Software to host Webinars or Web-based conferences.

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- Online tutoring software.

- Lecture capturing and archiving software.

- Anti-plagiarism software.

Blackboard, Inc. was the vendor that had the highest number of distance education-related contracts cited by the institutions surveyed. Table 7 lists the vendors most frequently used to provide services related to distance education and the number of contracts cited by the institutions surveyed.

Table 7

Vendors with the Highest Number of Reported Distance Education Contracts	
Vendor	Number of Contracts
Blackboard, Inc.	25
Respondus, Inc.	10
iParadigms, LLC	5
Academic Partnerships, LLC	4
Pearson eCollege	4
Smarthinking, Inc.	4
Learning Objects, Inc.	3
Lone Star College System	3
Tegrity, Inc.	3
SmarterServices, LLC	2
SoftChalk, LLC	2

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

Institutions reported 5 contracts that exceeded $100,000 during the contract period (see Table 8 on the next page). The largest amount reported was $7,525,142 that Lamar University reported it paid to Academic Partnerships, LLC. That amount represented 74.6 percent of the total contracted distance education-related expenditures reported by the institutions for contract periods from June 2002 through May 2016. It is important to note, that the contract information is not all inclusive since institutions may not have reported all distance education-related contract amounts.

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Table 8

Distance Education Contracts Exceeding $100,000 Reported to the State Auditor's Office [a]					
From September 1, 2009, through September 1, 2011					
Institution Name	Vendor Name	Amount	Contract Period Start	Contract Period End	Description of Services Provided
Lamar University	Academic Partnerships, LLC	$ 7,525,142[b]	September 1, 2009	August 31, 2010	Academic Partnerships, LLC provided marketing, enrollment course development, and program development services for specific online programs at Lamar University. The company also hosted the courses on its learning management system and provides instructional associates for student academic support.
Sam Houston State University	Pearson eCollege	$ 800,000	September 1, 2009	August 31, 2010	Pearson eCollege provided on-demand eLearning services.
University of Houston - Downtown	Lone Star College System	$ 446,908	September 1, 2010	September 1, 2011	The Lone Star College System provided leased facilities at University Park to the University of Houston-Downtown.
University of Houston	Blackboard, Inc.	$ 113,100	September 1, 2010	August 31, 2011	Blackboard, Inc. provided a learning courseware management system.
Lamar University	Blackboard, Inc.	$ 110,900	September 1, 2009	September 1, 2010	Blackboard, Inc. provided hosting services for Blackboard, Inc.'s learning management system.
[a] This table may not include all distance education contracts that exceeded $100,000; some institutions identified a distance education vendor but did not include the contract amount citing confidentiality.					
[b] According to Lamar University, this amount represents the actual amount paid to Academic Partnerships in fiscal year 2010.					

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

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Distance Education-related Operations and Management Information

To obtain information about how the 37 general academic institutions of higher education operate and manage their distance education programs, the State Auditor's Office's survey requested that institutions provide (1) the number of years that the institution has been offering distance education options, (2) the organizational structure of its distance education operations, (3) the type of faculty/instructors assigned to teach distance education courses, and (4) information about the institution's experiences implementing and operating its distance education program.

Number of years that distance education options have been offered. Based on survey information collected, 25 (67.6 percent) of the 37 institutions indicated that they have offered distance education options for more than ten years. In addition, as Figure 2 shows, 7 (18.9 percent) institutions have offered distance education options between 5 and 10 years, and 5 (13.5 percent) institutions have offered distance education options for fewer than 5 years. (See Table 18 in Appendix 6 for a list of institutions in each category.)

Figure 2
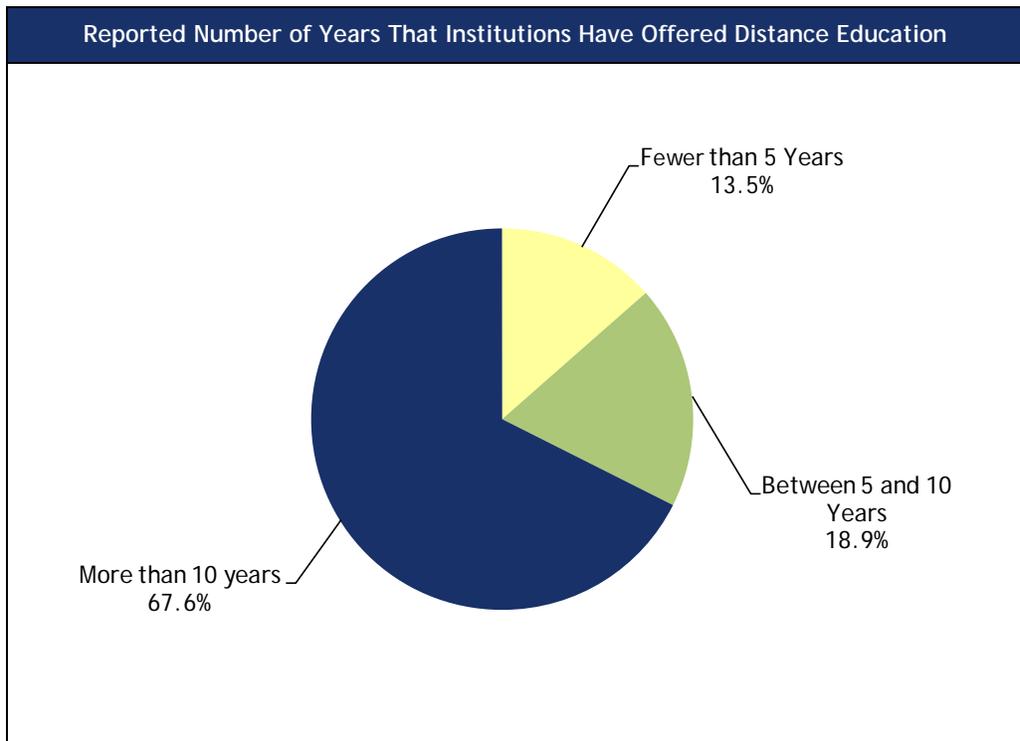
Reported Number of Years That Institutions Have Offered Distance Education

Fewer than 5 Years
13.5%

Between 5 and 10 Years
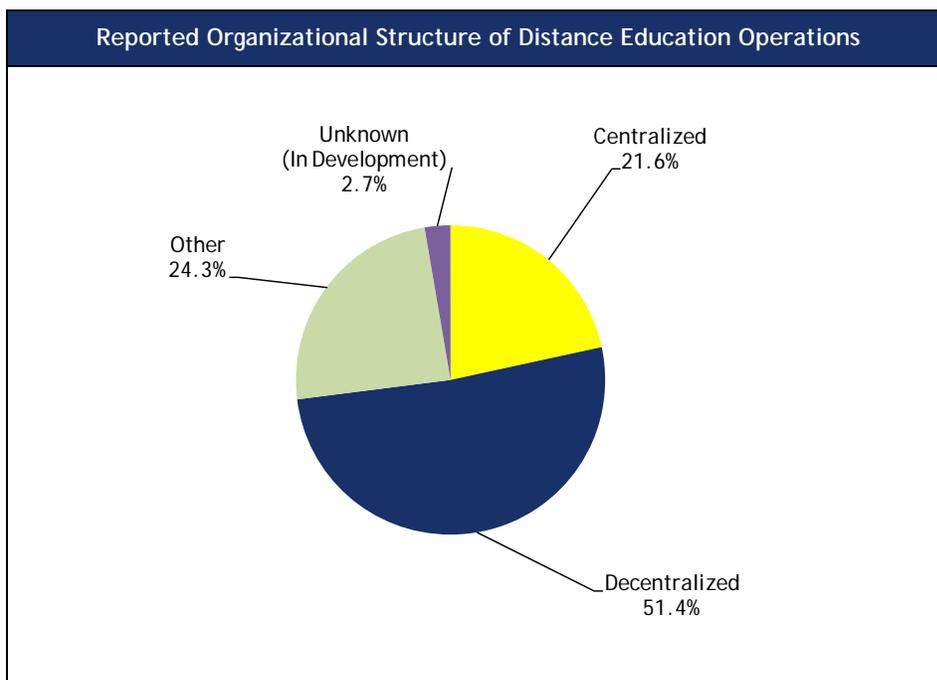18.9%

More than 10 years
67.6%

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

Organizational structure. In implementing distance education programs, institutions must determine whether their operations will be centralized or decentralized. Institutions with centralized operations usually have identified or assigned a single department or office to manage the administrative aspects of their distance education programs, such as course development, instructor training and development, scheduling, evaluation, and student and faculty issues. Conversely, decentralized operations allow each of the institution's departments to manage the administrative areas related to distance education offered by their department on their own. As Figure 3 shows, 19 (51.4 percent) of the 37 institutions surveyed stated that their distance education operations were decentralized, 8 (21.6 percent) institutions stated that their operations were centralized, and 9 (24.3 percent) institutions responded with "other" to describe their distance education operations. One institution did not provide an assessment of its organizational structure, stating that it was still developing a comprehensive distance education program.

The nine institutions that responded with "other" stated that they use a hybrid of centralized and decentralized management for their distance education operations. Typically, the hybrid approach consists of a centralized office responsible for providing support services, technology, and scheduling, while individual colleges and departments are responsible for the delivery of distance education courses. (See Table 19 in Appendix 6 for a list of institutions in each category.)

Figure 3

Reported Organizational Structure of Distance Education Operations

Unknown (In Development) 2.7%

Centralized 21.6%

Other 24.3%

Decentralized 51.4%

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

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Instructor classifications for distance education courses. According to survey information, 16 (43.2 percent) of the 37 institutions surveyed reported that full-time faculty made up 75.0 percent or more of their distance education instructors. The University of Texas at Dallas reported that adjunct or part-time faculty taught 65.0 percent of its distance education courses; the University of North Texas reported that adjunct or part-time faculty taught 32.0 percent of its distance education courses and graduate students taught 28.0 percent of its distance education courses. Table 9 lists the reported percentages of instructor types for distance education courses at each institution surveyed.

Table 9

Reported Classifications of Distance Education Instructors			
Institution Name	Full-time Faculty	Adjunct or Part-time Faculty	Graduate Students/Other[a]
Angelo State University	89.0%	11.0%	0.0%
Lamar University	73.0%	27.0%	0.0%
Midwestern State University	76.0%	24.0%	0.0%
Prairie View A&M University	70.0%	30.0%	0.0%
Sam Houston State University	70.0%	30.0%	0.0%
Stephen F. Austin State University	45.0%	51.0%	4.0%
Sul Ross State University	95.0%	5.0%	0.0%
Sul Ross State University - Rio Grande College	100.0%	0.0%	0.0%
Tarleton State University	75.0%	25.0%	0.0%
Texas A&M International University	74.0%	26.0%	0.0%
Texas A&M University	81.0%	15.0%	4.0%
Texas A&M University - Central Texas	82.0%	18.0%	0.0%
Texas A&M University - Commerce	47.0%	50.0%	3.0%
Texas A&M University - Corpus Christi	45.0%	55.0%	0.0%
Texas A&M University - Kingsville	66.0%	34.0%	0.0%
Texas A&M University - San Antonio	50.0%	50.0%	0.0%
Texas A&M University - Texarkana	70.0%	30.0%	0.0%
Texas A&M University at Galveston	100.0%	0.0%	0.0%
Texas Southern University	71.0%	29.0%	0.0%
Texas State University - San Marcos	90.0%	9.0%	1.0%
Texas Tech University	90.0%	10.0%	0.0%
Texas Woman's University	65.0%	29.0%	6.0%
The University of Texas - Pan American	66.0%	34.0%	0.0%
The University of Texas at Arlington	55.0%	45.0%	0.0%

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Reported Classifications of Distance Education Instructors			
Institution Name	Full-time Faculty	Adjunct or Part-time Faculty	Graduate Students/Other[a]
The University of Texas at Austin	78.0%	12.0%	10.0%
The University of Texas at Brownsville	95.0%	5.0%	0.0%
The University of Texas at Dallas	35.0%	65.0%	0.0%
The University of Texas at El Paso	56.0%	43.0%	1.0%
The University of Texas at San Antonio	59.0%	40.0%	1.0%
The University of Texas at Tyler	85.0%	15.0%	0.0%
The University of Texas of the Permian Basin	76.0%	24.0%	0.0%
University of Houston	50.0%	48.0%	2.0%
University of Houston - Clear Lake	74.0%	26.0%	0.0%
University of Houston - Downtown	71.0%	29.0%	0.0%
University of Houston - Victoria	87.0%	13.0%	0.0%
University of North Texas	40.0%	32.0%	28.0%
West Texas A&M University	90.0%	10.0%	0.0%

[a] Institutions that reported a percentage of instructors in the "other" category stated that those instructors were comprised of librarians, specialists, and visiting instructors.

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

Institutions' experiences implementing and operating distance education programs. As discussed in Chapter 1-A, the Coordinating Board developed a Distance Learning Master Plan in July 1996 as required by statute. That plan provides guidance to institutions for the development of distance education offerings. The plan discusses support services for students, information technology resources, and intellectual property rights, in addition to other distance education areas.

To identify areas that may pose challenges or barriers for institutions implementing or expanding their distance educations programs, auditors developed some statements using topics from the Coordinating Board's master plan. From the survey responses, staffing is the area that may have posed the biggest challenge to developing and expanding distance education programs. Specifically, 32 (88.9 percent) of 36 institutions responded that they agreed or strongly agreed with the statement that additional support staff had to be hired to provide technical assistance. Institutions did not generally report negative experiences in other areas. For example, as Table 10 on the next page shows, the majority of institutions surveyed agreed or strongly agreed that:

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- The institution had adequate student services for distance education students (88.9 percent of the respondents).

- The institution's budget is sufficient to provide for any equipment purchases or contract expenses needed for the delivery of distance education (77.8 percent of the respondents).

- The institution has capacity to enroll additional distance education students (58.3 percent of the respondents).

Table 10

General Academic Institutions' Responses Related to Implementing and Operating Distance Education Programs [a]						
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Number of Higher Education Institutions Responding to Question
Additional support staff had to be hired to provide technical assistance.	36.1%	52.8%	0.0%	8.3%	2.8%	36[b]
The institution provides adequate student services (tutoring, library resources, etc.) to distance education students.	30.6%	58.3%	11.1%	0.0%	0.0%	36
The institution's budget allows for sufficient equipment purchases or contract expenses necessary to deliver distance education.	13.9%	63.9%	16.7%	5.6%	0.0%	36
The institution has more capacity for students to enroll in distance education courses than it has enrollees.	22.2%	36.1%	25.0%	16.7%	0.0%	36
It is difficult to effectively market distance education programs and courses to current and prospective students.	5.7%	8.6%	25.7%	54.3%	5.7%	35[c]
It is difficult to protect intellectual property and comply with copyright laws in a distance education environment.	2.8%	11.1%	36.1%	44.4%	5.6%	36
It is difficult to develop and deliver student orientation for students enrolled only in distance education courses.	0.0%	11.1%	27.8%	52.8%	8.3%	36
Distance education students are less likely to submit course evaluations than students enrolled in face-to-face courses.	8.3%	13.9%	25.0%	44.4%	8.3%	36

[a] Percentages may not sum to 100.0 percent due to rounding.

[b] Texas A&M University at Galveston did not respond to any of the questions because it did not have a comprehensive distance education program.

[c] Texas A&M University – Central Texas did not respond to this question because, although it offered distance education courses, it was in the early stages of implementing its distance education program.

Source: Unaudited, self-reported data from the State Auditor's Office survey of institutions.

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Policies and Procedures. Twelve (32.4 percent) of 37 institutions stated that they have policies and procedures that specifically address distance education. (See Table 20 in Appendix 6 for more information about those 12 institutions' distance education policies and procedures.) For those 12 institutions, some common distance education policies and procedures were related to:

- Explaining the purpose/mission of distance education.

- Protecting intellectual property.

- Information technology, including authorized users, software licensing, and user logins.

- Allowable distance education expenditures.

- Accessing and providing student services.

- Accessing and providing faculty services.

- Developing, approving, and evaluating distance education courses.

- Evaluating external course materials and instructors.

Headcount. Auditors asked institutions to describe their processes for ensuring the accuracy of headcounts for distance education courses. Common types of controls and processes described included flagging distance education courses in some manner and having the office of the registrar provide oversight. Other approaches included reviewing headcounts at the academic department level and involving the institutional research office responsible for calculating headcounts for distance education.

Future Plans for Distance Education. Auditors also gave institutions the opportunity to provide additional comments regarding their experiences with distance education, including future plans for distance education programs, how distance education courses are assessed, and how institutions create ongoing improvement to their distance education programs. Of the 37 institutions surveyed, 17 provided comments related to their distance education programs. Most of the responding institutions indicated that they plan to expand their distance education programs to offer more variety in online and hybrid courses. Other institutions stated that they are working to identify areas in which they can partner with colleges, school districts, and vendors in an effort to maximize the use of their distance education programs. Some institutions also mentioned using the Quality Matters[3] peer review

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[3] The Quality Matters (QM) program provides quality assurance for online education based on a QM rubric, peer review process, and QM professional development services.

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process as a framework to help maintain quality distance education programs. (See Appendix 7 for complete comments provided by the institutions.)

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Appendices

Objectives, Scope, and Methodology

Objectives

The objectives of this audit were to:

- Determine whether the Higher Education Coordinating Board (Coordinating Board) complies with applicable laws and regulations related to distance education.

- Provide information on general academic, public higher education institutions' distance education programs, including information on degrees offered, budgeting, finance, and student enrollment.

Scope

The scope of this audit covered the 2009-2010 academic year and reported financial data related to distance education for fiscal years 2010 and 2011.

Methodology

The audit methodology included working with the Coordinating Board to gain an understanding of distance learning. However, auditors did not conduct testing to determine the reliability of the distance education data that higher education institutions self-reported to the Coordinating Board that is presented in this report. The Coordinating Board does not verify for completeness and accuracy the information related to distance education that the institutions self-report to it. Auditors also surveyed Texas's general academic public institutions that confer undergraduate degrees to gather information about the institutions' distance learning activities. As part of the survey, auditors asked each institution to verify the information related to distance learning activities that the institution reported to the Coordinating Board.

Auditors used the information from the Coordinating Board and the survey to provide a limited description of distance education activities. Auditors did not confirm the accuracy of the information reported in the survey. The distance education information provided in this report is not intended to make conclusions about any institution's distance education activities.

Information collected and reviewed included the following:

- Distance education enrollment data from the Coordinating Board.

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- Distance education semester credit hours from the Coordinating Board.

- Distance education degree program list from the Coordinating Board.

- Institutions' distance education policies and procedures.

- Institutional plans for distance education.

- Survey responses from 37 general academic institutions of higher education.

Procedures and tests conducted included the following:

- Interviewed staff at the Coordinating Board regarding distance education requirements.

- Reviewed institutional plans for distance education from higher education institutions for compliance with the requirements outlined in the Texas Administrative Code.

- Reviewed the Coordinating Board's Distance Learning Master Plan to determine whether it included all of the elements identified in the Texas Education Code.

- Compared the Coordinating Board's distance education course/program approval process with the process outlined in the Texas Administrative Code and the Texas Education Code.

- Developed a survey related to distance education and surveyed 37 Texas general academic institutions of higher education.

Criteria used included the following:

- Texas Education Code, Chapters 54 (Tuition and Fees) and 61 (Texas Higher Education Coordinating Board).

- Title 19, Texas Administrative Code, Chapter 4 (Rules Applying to all Public Institutions of Higher Education).

Project Information

Audit fieldwork was conducted from March 2011 through August 2011. We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit

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objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

The following members of the State Auditor's staff performed the audit and related survey:

- Courtney Ambres-Wade, CGAP (Project Manager)

- Scott Armstrong, CGAP (Assistant Project Manager)

- Benjamin Carter

- Nick Frey

- Michael Gieringer, CFE

- Lindsay R. Johnson

- Mario Perez

- Michelle Ann Duncan Feller, CPA, CIA (Quality Control Reviewer)

- Sandra Vice, CIA, CGAP, CISA (Assistant State Auditor)

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Table 11 on the next page lists distance education degrees that were offered by 32 Texas public higher education institutions (excluding community colleges) during the 2009-2010 academic year. All of the courses associated with the degrees listed in Table 11 are fully <u>online</u> distance education courses. Title 19, Texas Administrative Code, Section 4.257, states that a fully distance education course "may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time." Those face-to-face sessions can include orientation, laboratory sessions, or exam reviews.

Three institutions reported that they offered doctorates via distance education degree programs during the 2009-2010 academic year. Those institutions and programs were as follows:

- Texas A&M University offers two doctorate degrees. For the Doctorate of Education in Curriculum and Instruction, the content is delivered asynchronously through a Web-based delivery system. The program follows a cohort model, with all students in each cohort enrolled together in classes throughout the program. Students are not required to come to campus at any time. For the Doctorate of Education in Agricultural Education, mid-career professionals enter as members of a cohort and advance through the program over four years.

- Texas Woman's University offers a Doctor of Philosophy in Nursing Science. The program is offered 100 percent online at the Denton Campus, and it is offered using a hybrid face-to-face/online method at the Houston Campus. In both campus formats, students may attend either full time or part time.

- The University of Texas at Tyler offers a Doctorate of Philosophy in Nursing. The program is offered entirely online with the exception of a five-day orientation each summer prior to beginning coursework. The program enables nurses to study in the communities in which they reside while earning their degree.

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Table 11

Online Distance Education Degrees Offered 2009-2010 Academic Year		
Institution Name	Degree Name	Degree Level
Angelo State University	Master of Education in Guidance and Counseling	Graduate
	Master of Education in Student Development and Leadership	Graduate
	Master of Education in School Administration	Graduate
Lamar University	Master of Education in Teacher Leadership	Graduate
	Master of Education in Educational Technology Leadership	Graduate
	Master of Education in Educational Administration	Graduate
	Master of Science in Nursing Administration	Graduate
	Master of Science in Health Promotion	Graduate
	Master of Science in Nursing Education	Graduate
	Bachelor of Applied Arts and Sciences	Undergraduate
	Bachelor of Science in Computer Science	Undergraduate
	Bachelor of Science in Criminal Justice	Undergraduate
	Bachelor of General Studies	Undergraduate
	Bachelor of Science in Industrial Technology	Undergraduate
	Bachelor of Science in Nursing	Undergraduate
Midwestern State University	Master of Arts in Training and Development	Graduate
	Master of Science in Radiologic Science	Graduate
	Master of Arts in Human Resource Development	Graduate
	Master in Health Administration for Health Services Administration	Graduate
	Master of Education in Educational Leadership	Graduate
	Master of Science in Radiologic Science with Majors in Radiologic Administration and Radiologic Education	Graduate
	Masters in Public Administration	Graduate
	Bachelor of Applied Arts and Sciences	Undergraduate
	Bachelor of Science in Nursing (Registered Nurse-Bachelor of Science in Nursing Transition Program)	Undergraduate
	Bachelor of Science in Respiratory Care with Entry to Registered Respiratory Therapist	Undergraduate
	Bachelor of Science in Radiologic Science	Undergraduate
Prairie View A&M University	Master of Arts in Counseling	Graduate
	Master of Business Administration	Graduate
	Master of Science in Juvenile Justice	Graduate
	Master of Education in Educational Administration	Graduate

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Online Distance Education Degrees Offered 2009-2010 Academic Year		
Institution Name	**Degree Name**	**Degree Level**
Sam Houston State University	Master of Arts in History	Graduate
	Master of Education in Reading	Graduate
	Master of Public Administration	Graduate
	Master of Education in Instructional Technology	Graduate
	Master of Education in Instructional Leadership	Graduate
	Master of Education in Education Administration	Graduate
	Master of Business Administration	Graduate
	Master of Library Science	Graduate
	Master of Science in Criminal Justice Leadership and Management	Graduate
	Master of Science in Information Assurance and Security	Graduate
	Master of Arts in Instructional Leadership	Graduate
Stephen F. Austin State University	Master of Education in Elementary Education-Standard Elementary	Graduate
	Master of Education in Elementary Education-Professional Reading Specialist	Graduate
	Master of Education in Elementary Education-Early Childhood	Graduate
	Master of Education in Elementary Education-Content Emphasis	Graduate
	Master of Science in Human Sciences - Interior Healthcare Design	Graduate
	Master of Arts in Music Education-Elementary Education	Graduate
	Master of Education in Educational Leadership	Graduate
	Master of Science in Resource Interpretation	Graduate
	Master of Science in Human Sciences	Graduate
	Bachelor of Science in Nursing Administration (Registered Nurse-Bachelor of Science in Nursing Transition Program)	Undergraduate
	Bachelor of Science in Interdisciplinary Studies Elementary Education EC-6	Undergraduate
	Bachelor of Science in Human Sciences Degree Completion Program (National Head Start Degree Completer)	Undergraduate
	Bachelor of Science in Interdisciplinary Studies Elementary Education 4-8	Undergraduate
Sul Ross State University	Master of Business Administration	Graduate
	Master of Science in Criminal Justice	Graduate
Sul Ross State University - Rio Grande College	Master of Business Administration	Graduate

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Online Distance Education Degrees Offered 2009-2010 Academic Year		
Institution Name	Degree Name	Degree Level
Tarleton State University	Master of Science in Educational Psychology	Graduate
	Master of Business Administration	Graduate
	Master of Science in Human Resource Management	Graduate
	Master of Science in Information Systems	Graduate
	Master of Science in Manufacturing Quality and Leadership	Graduate
	Master of Science in Agricultural and Consumer Resources	Graduate
	Master of Science in Management and Leadership	Graduate
Texas A&M International University	Master of Arts in Criminal Justice	Graduate
Texas A&M University	Doctorate of Education in Curriculum and Instruction	Graduate
	Doctorate of Education in Agricultural Education	Graduate
	Master of Science in Engineering Systems Management	Graduate
	Master of Agriculture in Poultry Science	Graduate
	Master of Agriculture in Plant Protection	Graduate
	Master of Engineering in Petroleum Engineering	Graduate
	Master of Natural Resource Development	Graduate
	Master of Science in Mathematics	Graduate
	Master of Engineering in Industrial Engineering	Graduate
	Master of Science in Industrial Distribution	Graduate
	Master of Agriculture in Agricultural Development	Graduate
	Master of Fisheries Science	Graduate
	Master of Science in Statistics	Graduate
	Master of Education in Educational Technology	Graduate
	Master of Science in Educational Human Resource Development	Graduate
	Master of Science in Educational Administration	Graduate
	Master of Education in Educational Administration	Graduate
	Master of Education in Curriculum and Instruction	Graduate
	Master of Science in Bilingual Education	Graduate
	Master of Education in Bilingual Education	Graduate
	Master of Science in Health Education	Graduate
	Master of Education in Special Education	Graduate
	Master of Science in Special Education	Graduate
	Master of Wildlife Sciences	Graduate

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Online Distance Education Degrees Offered 2009-2010 Academic Year		
Institution Name	**Degree Name**	**Degree Level**
Texas A&M University - Commerce	Master of Business Administration	Graduate
	Master of Science in Educational Technology-Leadership	Graduate
	Master of Education in Educational Technology-Leadership	Graduate
	Master of Arts in Educational Technology-Leadership	Graduate
	Master of Education in Educational Technology-Library science	Graduate
	Master of Science in Educational Technology-Library science	Graduate
	Master of Science in Training and Development	Graduate
	Bachelor of Applied Arts and Sciences	Undergraduate
Texas A&M University - Corpus Christi	Master of Science in Geospatial Surveying Engineering	Graduate
	Master of Science in Nursing	Graduate
	Bachelor of Science in Nursing	Undergraduate
Texas A&M University - Kingsville	Master of Science in Instructional Technology	Graduate
Texas Southern University	Executive Master in Public Administration Program	Graduate
	Master of Education in Curriculum and Instruction (bilingual education specialization)	Graduate
	Master of Business Administration	Graduate
Texas State University - San Marcos	Master of Education in Middle School Mathematics Teaching	Graduate
	Master of Education in Secondary Education	Graduate
	Master of Arts in Secondary Education	Graduate
	Master of Social Work-Direct Practice	Graduate
	Master of Social Work-Administration/Supervision Practice	Graduate
	Master of Arts in Technical Communication	Graduate
	Master of Science in Interdisciplinary Studies	Graduate
	Bachelor of Science in Health Information Management	Undergraduate
Texas Tech University	Master of Science in Human Development and Family Studies, Emphasis on Gerontology	Graduate
	Master of Science in Horticulture	Graduate
	Master of Science in Family and Consumer Sciences Education	Graduate
	Master of Engineering	Graduate
	Master of Science in Crop Science	Graduate
	Master of Agriculture	Graduate
	Master of Arts in Technical Communication	Graduate

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Online Distance Education Degrees Offered 2009-2010 Academic Year		
Institution Name	Degree Name	Degree Level
	Master of Education in Special Education	Graduate
	Master of Science in Systems and Engineering Management	Graduate
	Master of Science in Software Engineering	Graduate
	Master of Education in Instructional Technology	Graduate
	Bachelor of General Studies	Undergraduate
	Bachelor of Science in University Studies	Undergraduate
	Bachelor of Arts in University Studies	Undergraduate
Texas Woman's University	Doctor of Philosophy in Nursing Science	Graduate
	Master of Science in Kinesiology	Graduate
	Master of Science in Nursing Education	Graduate
	Master of Science in Education of the Deaf	Graduate
	Master of Science in Family Studies	Graduate
	Master of Science in Health Studies	Graduate
	Master of Library Science	Graduate
	Master of Arts in Occupational Therapy	Graduate
	Bachelor of Applied Science in Health Studies	Undergraduate
	Bachelor of Arts in Criminal Justice	Undergraduate
	Bachelor of Science in Criminal Justice	Undergraduate
	Bachelor of General Studies	Undergraduate
	Bachelor of Science in Health Studies	Undergraduate
	Bachelor of Business Administration in Human Resource Management	Undergraduate
	Bachelor of Business Administration in Management	Undergraduate
	Bachelor of Business Administration in Marketing	Undergraduate
	Bachelor of Science in Nursing (Registered Nurse-Bachelor Science Nursing Transition Program)	Undergraduate
The University of Texas - Pan American	Master of Business Administration	Graduate
	Master of Science in Kinesiology	Graduate
	Master of Physicians Assistant Studies	Graduate
The University of Texas at Arlington	Master of Education in Curriculum and Instruction (literacy studies, mathematics education, or science education emphasis)	Graduate
	Master of Education in Curriculum and Instruction-Literacy Studies	Graduate
	Master of Education in Education Leadership and Policy Studies	Graduate
	Master of Business Administration in General Management	Graduate

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Online Distance Education Degrees Offered 2009-2010 Academic Year		
Institution Name	**Degree Name**	**Degree Level**
	Master of Science in Nursing Administration	Graduate
	Master of Public Administration	Graduate
	Bachelor of Arts in Criminology and Criminal Justice	Undergraduate
	Bachelor of Science in Nursing (Registered Nursing-Bachelor of Science in Nursing Transition Program)	Undergraduate
The University of Texas at Brownsville	Master of Education in Educational Technology	Graduate
	Master of Science in Mathematics	Graduate
	Master of Arts in Spanish Translation and Interpreting	Graduate
	Master of Business Administration in General Management	Graduate
	Bachelor of Applied Technology in Workforce Leadership and Training	Undergraduate
	Bachelor of Applied Technology in Computer Information System Technologies	Undergraduate
	Bachelor of Science in Criminology and Criminal Justice	Undergraduate
	Bachelor of Applied Technology in Health Services Technology	Undergraduate
	Bachelor of Applied Arts and Sciences in Interdisciplinary Studies	Undergraduate
	Bachelor of Applied Arts and Sciences in Legal Studies	Undergraduate
	Bachelor of Science in Nursing	Undergraduate
	Bachelor of Applied Arts and Sciences in Applied Business Technologies	Undergraduate
The University of Texas at Dallas	Master of Business Administration	Graduate
	Master of Arts in Teaching-Science Education	Graduate
The University of Texas at El Paso	Master of Science in Nursing for Nursing System Management	Graduate
	Master of Science in Nursing for Nursing Practitioner	Graduate
	Master of Science in Nursing for Nursing Clinical Specialist with a concentration in nursing education	Graduate
	Master of Science in Kinesiology	Graduate
	Master of Arts in Leadership Studies	Graduate
	Master of Education in Instructional Specialist	Graduate
	Master of Fine Arts in Creative Writing	Graduate
	Registered Nurse to Bachelor of Science in Nursing Program	Undergraduate
The University of Texas at San Antonio	Master of Business Administration in General Management	Graduate

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Online Distance Education Degrees Offered 2009-2010 Academic Year		
Institution Name	Degree Name	Degree Level
The University of Texas at Tyler	Doctorate of Philosophy in Nursing	Graduate
	Master of Education in Educational Administration	Graduate
	Master of Science in Nursing	Graduate
	Master of Science in Nursing Administration	Graduate
	Master of Science in Nursing Education	Graduate
The University of Texas of the Permian Basin	Master of Business Administration	Graduate
	Master of Arts in Educational Leadership	Graduate
	Master of Science in Kinesiology	Graduate
	Master of Arts in Special Education	Graduate
	Bachelor of Arts in Child and Family Studies	Undergraduate
	Bachelor of Science in Criminal Justice	Undergraduate
	Bachelor of Arts in Humanities	Undergraduate
University of Houston	Master of Education in Physical Education	Graduate
	Bachelor of Science in Consumer Science/Merchandising	Undergraduate
University of Houston - Clear Lake	Master of Business Administration	Graduate
	Master of Science in Instructional Technology	Graduate
	Master of Arts in Human Resource Management	Graduate
	Master of Science in Finance	Graduate
	Master of Science in Software Engineering	Graduate
University of Houston - Downtown	Bachelor of Science in Interdisciplinary Studies	Undergraduate
	Bachelor of Business Administration in General Business	Undergraduate
	Bachelor of Science in Criminal Justice	Undergraduate
	Bachelor of Applied Arts and Sciences in Criminal Justice	Undergraduate
University of Houston - Victoria	Master of Science in Economic Development and Entrepreneurship	Graduate
	Master of Business Administration	Graduate
	Master of Science in Computer Science-Information Systems	Graduate
	Bachelor of Science in Criminal Justice	Undergraduate
	Bachelor of Arts in Humanity	Undergraduate
	Bachelor of Business Administration	Undergraduate
	Bachelor of Arts in Psychology	Undergraduate
	Bachelor of Science in Psychology	Undergraduate
University of North Texas [a]	Master of Science in Applied Anthropology	Graduate
	Master of Science in Educational Psychology	Graduate
	Master of Science in Rehabilitation Counseling	Graduate

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Online Distance Education Degrees Offered 2009-2010 Academic Year		
Institution Name	Degree Name	Degree Level
	Master of Education in Educational Psychology (emphasis in gifted and talented students)	Graduate
	Master of Science in Hospitality Management	Graduate
	Master of Business Administration/Master of Science in Hospitality Management (dual degree)	Graduate
	Master of Library Science	Graduate
	Master of Business Administration in Strategic Management	Graduate
	Master of Education in Secondary Education	Graduate
	Master of Science in Science, Teaching, and Learning with Technology (master's across technology initiative)	Graduate
	Master in Business Administration/Master of Science in Merchandising (dual degree)	Graduate
	Master of Science in Merchandising	Graduate
	Master of Business Administration in Marketing	Graduate
	Master of Science in Long-term Care, Senior Housing, and Aging Services	Graduate
	Master of Science in Library Science or Information Science	Graduate
	Master of Science in Computer Education and Cognitive Systems-Teaching and Learning with Technology (non-master of arts in teaching option)	Graduate
	Master of Education in Applied Technology and Performance Improvement-Applied Technology, Training, and Development	Graduate
	Master of Science in Applied Technology and Performance Improvement-Applied Technology, Training, and Development	Graduate
	Master of Arts in Applied Anthropology	Graduate
	Master of Science in Computer Education and Cognitive Systems-Instructional Design and Systems Technology	Graduate
	Master of Science in Library Science with School Library Certification	Graduate
	Bachelor of Applied Technology and Performance Improvement	Undergraduate
	Bachelor of Applied Arts and Sciences	Undergraduate
	Bachelor of Arts in General Studies	Undergraduate
West Texas A&M University	Master of Science in Agricultural Business and Economics	Graduate
	Master of Education in Educational Administration	Graduate
	Master of Education in Instructional Design and Technology	Graduate
	Master of Business Administration	Graduate

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Online Distance Education Degrees Offered 2009-2010 Academic Year		
Institution Name	Degree Name	Degree Level
	Bachelor of Science in Nursing (Registered Nurse-Bachelor of Science in Nursing Transition Program)	Undergraduate
	Bachelor of General Studies	Undergraduate
	Bachelor of Applied Arts and Sciences in Emergency Management Administration	Undergraduate
	Bachelor of Science in Criminal Justice	Undergraduate
	Bachelor of Arts in Criminal Justice	Undergraduate
	Bachelor of Business Administration	Undergraduate
	Bachelor of Applied Arts and Sciences	Undergraduate

[a] For purposes of this audit, distance education information for the University of North Texas at Dallas is included with the distance education information for the University of North Texas. Founded in 2000, the University of North Texas at Dallas accepted its first freshman class in the Fall of 2010 and was not yet separately accredited by the Southern Association of Colleges and Schools as of September 2011.

Sources: Unaudited degree program list provided by the Coordinating Board. The State Auditor's Office asked each institution to verify its information.

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Survey Results Related to Distance Education Contracts

Table 12 lists the distance education-related third-party contracts that the institutions surveyed provided to auditors. Auditors requested that the institutions provide a list of contracts that were in place during fiscal years 2010 and 2011. The contract periods for the contracts provided ranged from June 2002 through May 2016. The total amount of the contracts was $10,091,850. However, several institutions did not report a contract amount, citing confidentiality.

Table 12

Description of the Distance Education-related Contracts Provided to the State Auditor's Office					
Institution Name	Vendor Name	Contract Amount	Contract Period Start Date	Contract Period End Date	Description
Lamar University	Academic Partnerships, LLC	$7,525,142[a]	9/1/2009	8/31/2010	Vendor provided marketing, enrollment course development, and program development services for specific online programs at Lamar University. The vendor also hosted the courses on its learning management system and provided instructional associates for student academic support.
	Blackboard, Inc.	$110,900	9/1/2009	9/1/2010	Vendor provided hosting services for its learning management system.
	Blackboard Student Services (formerly Presidium, Inc.)	$37,109	9/1/2009	9/1/2010	Vendor provided after hours, weekend, and holiday technical support for online students.
	Region V Education Service Center	$21,082	9/1/2009	9/1/2010	Vendor provided connections for interactive television classrooms.
	Smarthinking, Inc.	$17,600	2/17/2010	2/17/2011	Vendor provided online tutoring services.
	Adobe Systems Inc.	$4,047	7/30/2010	7/30/2011	Vendor provided hosting services for Webinars and synchronous class lectures.
	Sorenson Communications	$3,751	7/20/2010	7/20/2011	Vendor provided hosting and streaming service for online videos.
	Intellicom, Inc.	$2,500	4/1/2009	4/1/2010	Vendor provided a video clip repository.
Midwestern State University	Blackboard, Inc.	$38,100	12/2/2011	12/1/2012	Vendor provides annual maintenance for online course product, as well as on call technical support.
	Respondus, Inc.	$2,095	7/1/2011	7/1/2012	Vendor provides annual license renewal for Respondus 4.0.

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Institution Name	Vendor Name	Contract Amount	Contract Period Start Date	Contract Period End Date	Description
	Respondus, Inc.	$2,095	7/1/2011	7/1/2012	Vendor provides annual renewal for license for StudyMate Author Campus.
Prairie View A&M University	Blackboard, Inc.	$38,100	6/19/2009	6/18/2010	Vendor provided annual renewal of the Learning Management System.
	Respondus, Inc.	$6,387	8/1/2009	7/31/2010	Vendor provided annual renewal for Web-based test generator.
	Panopto, Inc.	$3,800	6/18/2009	6/17/2010	Vendor provided annual renewal for lecture capture software.
Sam Houston State University	Pearson eCollege	$800,000	9/1/2009	8/31/2010	Vendor provided on-demand eLearning services.
	Blackboard, Inc.	$80,000	9/1/2009	8/31/2010	Vendor provided a learning management system for online courses.
	Tegrity, Inc.	$32,500	9/1/2009	8/31/2010	Vendor provided services to automate its process of capturing, indexing, publishing, and storing class inventory.
	Learning Objects, Inc.	$10,000	9/1/2009	8/31/2010	Vendor facilitated interactions among students and instructors and enhances the value of the institution's existing technology.
Stephen F. Austin State University	Academic Partnerships, LLC	The institution did not report this information.	5/13/2011	5/13/2016	Vendor provides marketing services for the institution's Headstart Completer Program.
	Academic Partnerships, LLC	The institution did not report this information.	5/13/2011	5/13/2016	Vendor provides marketing services for the institution's Masters of Education in Early Childhood.
Texas A&M University - Central Texas	Blackboard, Inc.	The institution did not report this information.	7/1/2011	6/30/2013	Vendor provides a learning management system (Blackboard Learn), managed hosting, mobile learning, and mobile central.
	Turnitin by iParadigms, LLC	The institution did not report this information.	9/1/2011	8/31/2012	Vendor provides anti-plagiarism software.
	Respondus, Inc.	The institution did not report this information.	8/1/2011	7/31/2012	Vendor provides online exam and survey creation tool (StudyMate Author) for Blackboard, Inc.
	Respondus, Inc.	The institution did not report this information.	8/1/2011	7/31/2012	Vendor provides a safe browser for online exams (Lockdown Browser).
	Respondus, Inc.	The institution did not report this information.	8/1/2011	7/31/2012	Vendor provides a tool for creating interactive study materials for students (StudyMate Author and Class Server).
	SoftChalk, Inc.	The institution did not report this information.	8/5/2011	8/4/2012	Vendor provides a tool for creating interactive, Web-based course materials.
Texas A&M University -	NETnet, also known as	$21,700	10/21/2010	10/20/2011	Vendor provided membership fee for the Northeast Texas Consortium.

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			Contract Period Start Date	Contract Period End Date	
Institution Name	Vendor Name	Contract Amount			Description
Commerce	Northeast Texas Consortium				
	Clarix Technologies, Inc.	$5,734	7/1/2011	6/30/2012	Vendor provides Adobe Connect licenses.
	Pearson eCollege	$4,685	1/1/2011	12/31/2011	Vendor provides Gateway license and hosting in web course platform.
	Respondus, Inc.	$2,095	7/31/2011	7/31/2012	Vendor provides Respondus, Inc. license.
	READI by SmarterServices, LLC	$1,760	10/1/2010	10/1/2011	Vendor provided READI License.
	Quality Matters by MarylandOnline	$1,650	7/2/2011	7/1/2012	Vendor provides membership fee to Quality Matters.
	iParadigms, LLC	$1,300	9/4/2011	9/3/2012	Vendor provides Turn-It-In Integration into Web courses.
	Pearson eCollege	The institution did not report this information.	1/1/2011	12/31/2013	Vendor provides learning management system for online courses.
Texas A&M University - Corpus Christi	Blackboard, Inc. Campus Edition	$58,800	9/1/2009	8/31/2010	Vendor provided a learning management system for online instruction.
	Respondus, Inc.	$6,000	8/1/2009	7/31/2010	Vendor provided online tests for the institution's learning management system.
	Saba Centra of Saba Software, Inc.	$4,289	9/1/2009	8/31/2010	Vendor provided software to enable online faculty meetings with students.
Texas Southern University	Tom Joiner Online	$3,750	9/13/2010	9/12/2013	Vendor provides marketing, student recruitment, and enrollment services.
Texas State University - San Marcos	Sakai Foundation	$7,000	12/1/2010	11/30/2011	Vendor provides open source learning management system.
	Smarthinking, Inc.	$2,112	1/1/2010	12/31/2010	Vendor provided online tutoring services.
	ED MAP, Inc.	The institution did not report this information.	6/19/2002	12/31/2010	Vendor provided an online bookstore for correspondence courses.
Texas Tech University	Pearson eCollege	The institution did not report this information.	4/1/2011	8/31/2011	Vendor provided services related to the development of two distance education courses utilizing Pearson textbooks.
Texas Woman's University	Blackboard, Inc.	The institution did not report this information.	9/1/2009	8/31/2010	Vendor provided hosted course management services.
	Echo360, Inc.	The institution did not report this information.	9/1/2009	8/31/2010	Vendor provided course capture software.
	Smarthinking, Inc.	$32,890	2/23/2010	2/22/2011	Vendor provided online tutoring services.

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Institution Name	Vendor Name	Contract Amount	Contract Period Start Date	Contract Period End Date	Description
	Blackboard, Inc. (formerly Wimba, Inc.)	The institution did not report this information.	9/11/2009	9/10/2010	Vendor provided Web-based conferencing services.
	Learning Objects, Inc.	The institution did not report this information.	9/1/2009	8/31/2010	Vendor provided blog/wiki/podcasting tools.
	Turnitin by iParadigms, LLC	The institution did not report this information.	9/1/2009	8/31/2010	Vendor provided anti-plagiarism software.
	READI by SmarterServices, LLC	$3,500	6/1/2009	5/31/2010	Vendor provided an online learning self-assessment.
The University of Texas - Pan American	Blackboard, Inc Learning Management System	The institution did not report this information.	8/31/2011	8/31/2012	Vendor provides a centralized learning management system for all University of Texas-Pan American students, faculty, and staff.
	Blackboard, Inc. (formerly Wimba, Inc.)	The institution did not report this information.	8/31/2011	8/31/2012	Vendor provides Web-based conferencing technology (Live Classroom) to facilitate synchronous communication for online courses.
	SoftChalk, LLC Lesson Builder	The institution did not report this information.	8/31/2011	8/31/2012	Vendor provides development tools needed to build the materials for online courses.
	Tegrity, Inc.	The institution did not report this information.	8/31/2011	8/31/2012	Vendor provides lecture capturing and archiving software.
	Respondus, Inc.	The institution did not report this information.	7/31/2011	7/31/2012	Vendor provides an assessment builder tool for online education.
The University of Texas at Arlington	Blackboard, Inc.	The institution did not report this information.	12/1/2009	Ongoing	Vendor provides ongoing learning management system services.
	Academic Partnerships, LLC	The institution did not report this information.	12/1/2008	Ongoing	Vendor provides ongoing marketing services of distance programs in nursing and education and learning management system services.
The University of Texas at Brownsville	Blackboard, Inc.	The institution did not report this information.	9/1/2006	8/31/2011	Vendor provided a learning management system for online courses.
	Tegrity, Inc.	The institution did not report this information.	9/1/2008	8/31/2011	Vendor provided video capture services for online courses.
	Blackboard, Inc. (formerly Elluminate, Inc.)	The institution did not report this information.	9/1/2010	8/31/2011	Vendor provided Web-based conferencing services for online courses.
	Smarthinking, Inc.	The institution did not report this information.	9/1/2010	8/31/2011	Vendor provided online tutoring services.

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Institution Name	Vendor Name	Contract Amount	Contract Period Start Date	Contract Period End Date	Description
The University of Texas at El Paso	Blackboard, Inc.	$35,900	9/1/2011	8/31/2013	Vendor provides 24-hour technical support for students enrolled in fully online courses, certificates, and programs (Blackboard Student Services). Vendor also provides 24-hour technical support to faculty who are teaching fully online courses.
	Blackboard, Inc. (formerly Elluminate, Inc.)	$16,400	9/10/2010	9/9/2011	Vendor provided Web-based conferencing services, synchronous student engagement services, and plan and publish services.
	Learning Objects, Inc.	$9,550	3/31/2011	3/31/2012	Vendor provides software that enables students to have gradable wikis, blogs, and portfolios in online courses.
	National Repository of Online Courses	$6,000	7/1/2011	6/30/2012	Vendor provides various learning aides that can be used to add interactions to online courses.
The University of Texas at San Antonio	Blackboard, Inc.	$88,200	9/1/2009	8/31/2010	Vendor provided a learning management system.
	Blackboard, Inc. (formerly Wimba, Inc.)	$10,875	9/1/2009	8/31/2010	Vendor provided services such as web conference and whiteboard for online learning.
University of Houston	Blackboard, Inc.	$113,100	9/1/2010	8/31/2011	Vendor provided a learning courseware management system.
	Turnitin by iParadigms, LLC	$60,000	9/1/2010	8/31/2011	Vendor provided anti-plagiarism software.
	Blackboard, Inc. (formerly Wimba, Inc.)	$39,000	9/1/2010	8/31/2011	Vendor provided real-time desktop conferencing software.
	Mediasite by (Sonic Foundry, Inc).	$10,000	9/1/2010	8/31/2011	Vendor provided lecture capture hardware and software.
	Respondus, Inc.	$8,000	9/1/2010	8/31/2011	Vendor provided assessment software.
	Impatica, Inc.	$2,000	9/1/2010	8/31/2011	Vendor provided PowerPoint compression software.
University of Houston - Clear Lake	Blackboard, Inc (formerly Wimba, Inc)	$93,000	6/30/2009	6/30/2012	Vendor provides software license for Wimba Pronto.
	Blackboard, Inc.	$53,800	11/20/2009	11/19/2010	Vendor provided software license for Blackboard, Inc. Learn.
	rSmartGroup	$10,000	12/1/2009	11/30/2010	Vendor provided software license for open source portfolio.
University of Houston - Downtown	Lone Star College System	$446,908	9/1/2010	9/1/2011	Vendor provided leased facilities at University Park.
	Lone Star College System	$35,000	9/1/2010	9/1/2011	Vendor provided leased facilities at Lone Star College-Kingwood.

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Description of the Distance Education-related Contracts Provided to the State Auditor's Office					
Institution Name	Vendor Name	Contract Amount	Contract Period Start Date	Contract Period End Date	Description
	Lone Star College System	$25,000	9/1/2010	9/1/2011	Vendor provided leased facilities at Lone Star College-Cy-Fair.
University of North Texas	Turnitin2 by iParadigms, LLC	$91,792	9/1/2010	8/31/2012	Vendor provides institution with a software package which includes plagiarism prevention, peer reviewing, and paperless grading programs.
	Blackboard, Inc.	$30,552	9/1/2011	8/31/2012	Vendor provides web conferencing/voice tools within learning management system (Blackboard Collaborate).
	Blackboard, Inc.	$14,300	8/16/2011	8/15/2012	Vendor provides instant messaging capabilities within learning management system (Blackboard IM/Pronto).
	Blackboard, Inc.	The institution did not report this information.	9/1/2011	8/31/2013	Vendor provides learning management system (Blackboard Learn and Mobile).
	Total Contract Amount	$10,091,850			

a This represents the actual dollar amount expended on the contract.

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

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Classification of Distance Education Courses and Reported Enrollment in Distance Education Courses

Auditors, in cooperation with the Higher Education Coordinating Board (Coordinating Board), determined distance education course categories based on the location of the course and the mode of instruction for each course. Table 13 lists the combinations of location and mode of instruction in each of the course categories.[4]

Table 13

State Auditor's Office's Classification of Distance Education Courses		
Course Category	**Location** [a]	**Mode of Instruction**
Online	Individual Instruction	Fully Distance Education Course
Online	Individual Instruction	Multiple or Other Electronic Media
Online	Other Institution of Higher Education	Fully Distance Education Course
Online	Off-campus	Fully Distance Education Course
Online	On-campus	Fully Distance Education Course
Online	Primary or Secondary School	Fully Distance Education Course
Other DE [b]	Individual Instruction	Hybrid/Blended Course
Other DE	Individual Instruction	Video Tape/DVD and/or Broadcast TV
Other DE	Other Institution of Higher Education	Face-to-face
Other DE	Other Institution of Higher Education	Multiple or Other Electronic Media
Other DE	Other Institution of Higher Education	Two-way Interactive Video
Other DE	Other Institution of Higher Education	Video Tape/DVD and/or Broadcast TV
Other DE	Off-campus	Face-to-face
Other DE	Off-campus	Two-way Interactive Video
Other DE	Off-campus	Video Tape/DVD and/or Broadcast TV
Other DE	Primary or Secondary School	Face-to-face
Other DE	Primary or Secondary School	Multiple or Other Electronic Media
Other DE	Primary or Secondary School	Two-way Interactive Video
Traditional	On-campus	Face-to-face
Traditional	On-campus	Multiple or Other Electronic Media
Traditional	On-campus	Two-way Interactive Video

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[4] For purposes of this analysis, the following combinations of location and mode of instruction were not included in any of the course categories: out-of-state and face-to-face; foreign country and face-to-face; foreign country and fully distance education course; correctional institution and face-to-face; correctional institution and fully distance education course; military base and face-to-face; military base and two-way interactive video; business, government, or other work location and face-to-face; business, government, or other work location and video tape/DVD and/or broadcast television; business, government, or other work location and two-way interactive video; and business, government, or other work location and multiple or other electronic media.

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State Auditor's Office's Classification of Distance Education Courses		
Course Category	Location [a]	Mode of Instruction
Traditional	On-Campus	Video Tape/DVD and/or Broadcast TV

[a] Courses taught at "other institution of higher education" can include courses taught on the campus of a non-offering institution of higher education, such as a community college, university center, multi-institutional teaching center, and private university.

[b] "DE" means distance education.

Source: State Auditor's Office analysis based on the locations and modes of instruction used in the Coordinating Board's CBM 004 Class Report.

Table 14 lists the total course enrollment reported to the Coordinating Board for formula-funded courses only during the 2009-2010 academic year for all courses at the 37 general academic institutions of higher education surveyed. Formula-funded courses are included in the Coordinating Board's methodology for allocating appropriated funds among higher education institutions. Based on unaudited information that the general academic institutions of higher education self-reported to the Coordinating Board, auditors categorized the enrollment into traditional courses and distance education courses (including courses that are offered only online). Of the 4.9 million enrolled in formula-funded courses, approximately 9.7 percent were enrolled in distance education (online and other distance education) courses. It is important to note that, for the totals listed in Tables 14 and 15, one student can be enrolled in more than one course; and therefore, that student would be counted more than once. Both tables do not list unique course enrollment information.

Table 14

Reported Enrollment in Formula-funded Courses 2009-2010 Academic Year							
Institution Name	Total Course Enrollment	Traditional Enrollment			Distance Education Enrollment		
		Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
Angelo State University	65,097	57,384	3,139	60,523	2,922 (2,922 enrolled in online courses)	1,652 (1,652 enrolled in online courses)	4,574 (4,574 enrolled in online courses)
Lamar University	128,664	83,117	9,746	92,863	11,941 (9,703 enrolled in online courses)	23,860 (23,854 enrolled in online courses)	35,801 (33,557 enrolled in online courses)
Midwestern State University	57,026	47,279	2,403	49,682	6,451 (5,541 enrolled in online courses)	893 (799 enrolled in online courses)	7,344 (6,340 enrolled in online courses)
Prairie View A&M University	80,197	65,289	7,172	72,461	4,348 (622 enrolled in online courses)	3,388 (2,527 enrolled in online courses)	7,736 (3,149 enrolled in online courses)

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		Traditional Enrollment			Distance Education Enrollment		

Reported Enrollment in Formula-funded Courses
2009-2010 Academic Year

Institution Name	Total Course Enrollment	Traditional Enrollment			Distance Education Enrollment		
		Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
Sam Houston State University	166,410	142,090	5,689	147,779	10,606 (3,735 enrolled in online courses)	8,025 (5,661 enrolled in online courses)	18,631 (9,396 enrolled in online courses)
Stephen F. Austin State University	131,940	106,028	6,426	112,454	15,361 (11,819 enrolled in online courses)	4,125 (3,566 enrolled in online courses)	19,486 (15,385 enrolled in online courses)
Sul Ross State University	18,872	14,011	1,711	15,722	1,464 (1,145 enrolled in online courses)	1,686 (1,333 enrolled in online courses)	3,150 (2,478 enrolled in online courses)
Sul Ross State University - Rio Grande Campus	7,065	4,366	1,052	5,418	1,252 (1,252 enrolled in online courses)	395 (395 enrolled in online courses)	1,647 (1,647 enrolled in online courses)
Tarleton State University	90,563	67,920	2,628	70,548	13,463 (8,194 enrolled in online courses)	6,552 (2,802 enrolled in online courses)	20,015 (10,996 enrolled in online courses)
Texas A&M International University	50,535	42,854	4,501	47,355	2,218 (2,218 enrolled in online courses)	962 (962 enrolled in online courses)	3,180 (3,180 enrolled in online courses)
Texas A&M University	520,493	446,946	52,969	499,915	13,979 (13,960 enrolled in online courses)	6,599 (5,405 enrolled in online courses)	20,578 (19,365 enrolled in online courses)
Texas A&M University - Central Texas	16,220	8,654	4,256	12,910	2,766 (2,725 enrolled in online courses)	544 (544 enrolled in online courses)	3,310 (3,269 enrolled in online courses)
Texas A&M University - Commerce	74,746	37,640	6,118	43,758	15,887 (11,371 enrolled in online courses)	15,101 (9,778 enrolled in online courses)	30,988 (21,149 enrolled in online courses)
Texas A&M University - Corpus Christi	91,707	78,587	8,992	87,579	2,124 (2,124 enrolled in online courses)	2,004 (2,004 enrolled in online courses)	4,128 (4,128 enrolled in online courses)
Texas A&M University at Galveston	22,688	22,244	406	22,650	6 (6 enrolled in online courses)	32 (25 enrolled in online courses)	38 (31 enrolled in online courses)
Texas A&M University - Kingsville	60,914	52,082	6,501	58,583	925 (908 enrolled in online courses)	1,406 (1,406 enrolled in online courses)	2,331 (2,314 enrolled in online courses)
Texas A&M University - San Antonio	19,412	14,846	3,582	18,428	648 (648 enrolled in online courses)	336 (336 enrolled in online courses)	984 (984 enrolled in online courses)
Texas A&M University - Texarkana	11,204	4,675	2,003	6,678	3,218 (1,730 enrolled in online courses)	1,308 (941 enrolled in online courses)	4,526 (2,671 enrolled in online courses)
Texas Southern University	91,786	71,819	19,762	91,581	65 (0 enrolled in online courses)	140 (0 enrolled in online courses)	205 (0 enrolled in online courses)

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		Traditional Enrollment			Distance Education Enrollment		
Reported Enrollment in Formula-funded Courses **2009-2010 Academic Year**							
Institution Name	Total Course Enrollment	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
Texas State University - San Marcos	308,023	264,915	25,188	290,103	11,650 (3,415 enrolled in online courses)	6,270 (2,268 enrolled in online courses)	17,920 (5,683 enrolled in online courses)
Texas Tech University	327,570	280,352	33,761	314,113	7,178 (5,940 enrolled in online courses)	6,279 (5,528 enrolled in online courses)	13,457 (11,468 enrolled in online courses)
Texas Woman's University	106,849	51,262	21,829	73,091	15,646 (14,703 enrolled in online courses)	18,112 (17,502 enrolled in online courses)	33,758 (32,205 enrolled in online courses)
University of Houston	339,988	238,904	64,035	302,939	32,931 (31,229 enrolled in online courses)	4,118 (3,475 enrolled in online courses)	37,049 (34,704 enrolled in online courses)
University of Houston - Clear Lake	51,285	25,413	12,757	38,170	6,315 (5,216 enrolled in online courses)	6,800 (4,922 enrolled in online courses)	13,115 (10,138 enrolled in online courses)
University of Houston - Downtown	99,477	79,732	3,102	82,834	15,941 (10,000 enrolled in online courses)	702 (529 enrolled in online courses)	16,643 (10,529 enrolled in online courses)
University of Houston - Victoria	23,551	1,554	455	2,009	12,142 (9,226 enrolled in online courses)	9,400 (6,531 enrolled in online courses)	21,542 (15,757 enrolled in online courses)
University of North Texas [a]	342,451	271,955	32,335	304,290	24,947 (24,153 enrolled in online courses)	13,214 (12,188 enrolled in online courses)	38,161 (36,341 enrolled in online courses)
The University of Texas at Arlington	247,969	184,185	27,775	211,960	24,744 (23,403 enrolled in online courses)	11,265 (7,328 enrolled in online courses)	36,009 (30,731 enrolled in online courses)
The University of Texas at Austin	443,947	357,965	85,982	443,947	0 (0 enrolled in online courses)	0 (0 enrolled in online courses)	0 (0 enrolled in online courses)
The University of Texas at Brownsville	37,950	27,804	3,786	31,590	5,552 (5,552 enrolled in online courses)	808 (808 enrolled in online courses)	6,360 (6,360 enrolled in online courses)
The University of Texas at Dallas	129,771	88,796	34,338	123,134	1,573 (1,370 enrolled in online courses)	5,064 (5,001 enrolled in online courses)	6,637 (6,371 enrolled in online courses)
The University of Texas at El Paso	176,518	151,048	16,659	167,707	5,399 (4,352 enrolled in online courses)	3,412 (3,363 enrolled in online courses)	8,811 (7,715 enrolled in online courses)
The University of Texas - Pan American	179,433	155,347	16,012	171,359	6,618 (5,140 enrolled in online courses)	1,456 (877 enrolled in online courses)	8,074 (6,017 enrolled in online courses)
The University of Texas of the Permian Basin	29,460	21,340	2,816	24,156	3,959 (3,717 enrolled in online courses)	1,345 (1,314 enrolled in online courses)	5,304 (5,031 enrolled in online courses)

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Reported Enrollment in Formula-funded Courses 2009-2010 Academic Year							
Institution Name	Total Course Enrollment	Traditional Enrollment			Distance Education Enrollment		
		Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
The University of Texas at San Antonio	239,611	213,439	21,076	234,515	4,597 (3,801 enrolled in online courses)	499 (384 enrolled in online courses)	5,096 (4,185 enrolled in online courses)
The University of Texas at Tyler	52,692	41,045	4,834	45,879	4,073 (2,026 enrolled in online courses)	2,740 (2,395 enrolled in online courses)	6,813 (4,421 enrolled in online courses)
West Texas A&M University	68,902	50,020	4,780	54,800	10,148 (10,141 enrolled in online courses)	3,954 (3,873 enrolled in online courses)	14,102 (14,014 enrolled in online courses)
Statewide Totals	4,910,986	3,872,907	560,576	4,433,483	303,059 (244,007 enrolled in online courses)	174,446 (142,276 enrolled in online courses)	477,503 (386,283 enrolled in online courses)

a For purposes of this audit, distance education information for the University of North Texas at Dallas is included with the distance education information for the University of North Texas. Founded in 2000, the University of North Texas at Dallas accepted its first freshman class in the Fall of 2010 and was not yet separately accredited by the Southern Association of Colleges and Schools as of September 2011.

Source: Unaudited data from the Coordinating Board's CBM 004 Class Report and State Auditor's Office analysis.

Table 15 lists additional enrollment in distance education courses that were not reported to the Coordinating Board during the 2009-2010 academic year at the 37 general academic institutions of higher education. The enrollment listed in Table 15 may include courses that are considered self-supporting, which are not required to be reported to the Coordinating Board, courses offered through continuing education, or courses offered toward a certificate program.

Table 15

Reported Enrollment in Additional Courses Offered Through Distance Education Settings 2009-2010 Academic Year				
Institution Name	Online		Other Distance Education	
	Undergraduate	Graduate	Undergraduate	Graduate
Midwestern State University	623	264	0	4
Sam Houston State University	2,686	337	2,534	223
Stephen F Austin State University	683	522	13	54
Texas A&M University	0	1,211	0	0
Texas State University - San Marcos	2,171	71	0	0
Texas Tech University	0	0	1,674	0

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Reported Enrollment in Additional Courses Offered Through Distance Education Settings 2009-2010 Academic Year				
	Online		Other Distance Education	
Institution Name	Undergraduate	Graduate	Undergraduate	Graduate
Texas Woman's University	9	949	0	0
The University of Texas at Arlington	54	47	0	0
The University of Texas at Austin	2,777	72	0	0
University of North Texas [a]	143	2,693	0	0
Totals	9,146	6,166	4,221	281

[a] For purposes of this audit, distance education information for the University of North Texas at Dallas is included with the distance education information for the University of North Texas. Founded in 2000, the University of North Texas at Dallas accepted its first freshman class in the Fall of 2010 and was not yet separately accredited by the Southern Association of Colleges and Schools as of September 2011.

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

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More than 85 percent of the higher education institutions surveyed reported that they charge students specific fees for distance education courses. Table 16 lists the higher education institutions that reported they assess distance education-related fees and the higher education institutions that reported they do not assess fees for distance education courses.

Table 16

Are There Specific Fees Associated Only with a Distance Education Course?
Yes, Institution Charges Specific Distance Education Fees – 86.5 Percent of Respondents
- Angelo State University   - Lamar University   - Midwestern State University   - Prairie View A&M University   - Sam Houston State University   - Stephen F. Austin State University   - Sul Ross State University   - Sul Ross State University - Rio Grande College   - Tarleton State University   - Texas A&M International University   - Texas A&M University   - Texas A&M University - Central Texas   - Texas A&M University - Commerce   - Texas A&M University - Corpus Christi   - Texas A&M University - Texarkana   - Texas A&M University at Galveston   - Texas Southern University   - Texas State University - San Marcos   - Texas Tech University   - Texas Woman's University   - The University of Texas - Pan American   - The University of Texas at Arlington   - The University of Texas at Austin   - The University of Texas at Brownsville   - The University of Texas at Dallas   - The University of Texas at El Paso   - The University of Texas at San Antonio   - The University of Texas at Tyler   - The University of Texas of the Permian Basin   - University of Houston   - University of North Texas   - West Texas A&M University

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Are There Specific Fees Associated Only with a Distance Education Course?
No, Institution Does Not Charge Specific Distance Education Fees – 13.5 Percent of Respondents
▪ Texas A&M University - Kingsville ▪ Texas A&M University - San Antonio ▪ University of Houston - Clear Lake ▪ University of Houston - Downtown ▪ University of Houston – Victoria

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

Many institutions exempt students enrolled only in distance education courses or other off-campus courses from some fees charged to traditional students in accordance with the Texas Education Code, Section 54.218(1). Table 17 lists the institutions that exempt distance education students from certain fees.

Table 17

Are There Fees for Which Distance Education Students Are Exempt?
Yes – 64.9 Percent of Respondents
▪ Angelo State University ▪ Lamar University ▪ Midwestern State University ▪ Prairie View A&M University ▪ Sam Houston State University ▪ Stephen F. Austin State University ▪ Sul Ross State University ▪ Tarleton State University ▪ Texas A&M University ▪ Texas A&M University - Corpus Christi ▪ Texas A&M University - Texarkana ▪ Texas A&M University at Galveston ▪ Texas Southern University ▪ Texas State University - San Marcos ▪ Texas Tech University ▪ The University of Texas - Pan American ▪ The University of Texas at Arlington ▪ The University of Texas at Brownsville ▪ The University of Texas at Dallas ▪ The University of Texas at El Paso ▪ The University of Texas of the Permian Basin ▪ University of Houston ▪ University of North Texas ▪ West Texas A&M University

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Are There Fees for Which Distance Education Students Are Exempt?
No – 35.1 Percent of Respondents
▪ Sul Ross State University Rio Grande College ▪ Texas A&M International University ▪ Texas A&M University - Central Texas ▪ Texas A&M University - Commerce ▪ Texas A&M University - Kingsville ▪ Texas A&M University - San Antonio ▪ Texas Woman's University ▪ The University of Texas at Austin ▪ The University of Texas at San Antonio ▪ The University of Texas at Tyler ▪ University of Houston - Clear Lake ▪ University of Houston - Downtown ▪ University of Houston – Victoria

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

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The majority of the institutions surveyed have offered distance education options for more than 10 years. Based on the survey information collected, 25 (67.6 percent) of the 37 institutions indicated that they have offered distance education options for more than 10 years. Of the five institutions that have offered distance education for fewer than five years, Texas A&M University - Central Texas and Texas A&M University - San Antonio are new institutions. Table 18 lists how long each institution reported it has offered distance education options to students.

Table 18

How Long Has Your Institution Been Offering Distance Education Options for Students?
Fewer than 5 Years – 13.5 Percent of Respondents
▪ Sul Ross State University - Rio Grande College ▪ Texas A&M University - Central Texas ▪ Texas A&M University - San Antonio ▪ Texas A&M University at Galveston ▪ Texas Southern University
Between 5 and 10 Years – 18.9 Percent of Respondents
▪ Angelo State University ▪ Sul Ross State University ▪ Texas A&M International University ▪ Texas A&M University - Corpus Christi ▪ Texas A&M University – Texarkana ▪ The University of Texas - Pan American ▪ The University of Texas at Arlington
More than 10 Years – 67.6 Percent of Respondents
▪ Lamar University ▪ Midwestern State University ▪ Prairie View A&M University ▪ Sam Houston State University ▪ Stephen F. Austin State University ▪ Tarleton State University ▪ Texas A&M University ▪ Texas A&M University - Commerce ▪ Texas A&M University – Kingsville ▪ Texas State University - San Marcos

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How Long Has Your Institution Been Offering Distance Education Options for Students?
More than 10 Years – 67.6 Percent of Respondents (continued)
▪ Texas Tech University
▪ Texas Woman's University
▪ University of Houston
▪ University of Houston - Clear Lake
▪ University of Houston - Downtown
▪ University of Houston – Victoria
▪ The University of Texas at Austin
▪ The University of Texas at Brownsville
▪ The University of Texas at Dallas
▪ The University of Texas at El Paso
▪ The University of Texas at San Antonio
▪ The University of Texas at Tyler
▪ The University of Texas of the Permian Basin
▪ University of North Texas
▪ West Texas A&M University

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

More than half of the institutions surveyed have decentralized distance education programs (see Table 19). Nineteen (51.4 percent) of the 37 institutions surveyed stated that their distance education operations were decentralized, 8 (21.6 percent) institutions stated that their operations were centralized, and 9 (24.3 percent) institutions responded with "other" to describe their distance education operations. One institution (2.7 percent) did not provide an assessment of its organizational structure, stating that it was still developing a comprehensive distance education program.

Table 19

Is the Operation of Your Institution's Distance Education Program Centralized or Decentralized?
Centralized Distance Education Operations – 21.6 Percent of Respondents
▪ Midwestern State University
▪ Prairie View A&M University
▪ Sam Houston State University
▪ Sul Ross State University - Rio Grande College
▪ Texas A&M International University
▪ Texas A&M University - San Antonio
▪ University of Houston - Downtown
▪ The University of Texas - Pan American

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Is the Operation of Your Institution's Distance Education Program Centralized or Decentralized?
Decentralized Distance Education Operations – 51.4 Percent of Respondents
- Angelo State University   - Stephen F. Austin State University   - Sul Ross State University   - Tarleton State University   - Texas A&M University   - Texas A&M University - Commerce   - Texas A&M University - Corpus Christi   - Texas A&M University - Kingsville   - Texas A&M University - Texarkana   - Texas Southern University   - Texas State University - San Marcos   - University of Houston - Clear Lake   - University of Houston - Victoria   - The University of Texas at Austin   - The University of Texas at Dallas   - The University of Texas at Tyler   - The University of Texas of the Permian Basin   - University of North Texas   - West Texas A&M University
Other [a] Distance Education Operations – 24.3 Percent of Respondents
- Lamar University   - Texas A&M University - Central Texas   - Texas Tech University   - Texas Woman's University   - University of Houston   - The University of Texas at Arlington   - The University of Texas at Brownsville   - The University of Texas at El Paso   - The University of Texas at San Antonio
Unknown: Distance Education Operations Are In Development – 2.7 Percent of Respondents
Texas A&M University at Galveston
[a] Other distance education operations include the use of a hybrid system of managing distance education operations.

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

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Twelve of the 37 institutions surveyed provided policies and procedures that were specifically related to distance education. Table 20 includes descriptions of the topics and areas covered by the policies and procedures provided by those 12 institutions. Institutions often post their policies and procedures on their Web sites. Examples of institutions' policies and procedures include:

- **Faculty Training.** The institution shall provide training and support to enhance the added skills required of faculty teaching courses through electronic means.

- **Computer System Access.** No students shall be granted any type of system administration access to the learning management system.

- **Royalties.** In accordance with the institution's copyright policy, faculty members shall receive all royalties that may accrue from the commercialization of electronically published course materials they create on their own initiative. On the other hand, the institution retains all royalties that may accrue from the commercialization of electronically published course materials created by faculty members pursuant to contract or as a work for hire, including electronically published course materials created as a condition of employment.

Table 20

Policies and Procedures Specific to Distance Education Provided to the State Auditor's Office by 12 of the Institutions Surveyed	
Institution Name	**Description of Distance Education Policies and Procedures Provided**
Angelo State University	The policies and procedures provided included: - Mission of distance education. - Allowable distance education expenditures. - General policy on distance education programs and courses. - Student services for distance education students. - Distance education faculty and faculty services.
Prairie View A&M University	The policies and procedures provided included: - An overall distance education policy statement, including a distance education mission statement and purpose. - Planning, development, approval, and review of distance education programs. - Faculty orientation/training for distance learning. - Planning, development, approval, and review of distance education courses. - Evaluation of other organization's instructional materials. - Evaluation of credentials of other institution's faculty. - Evaluation of distance learning faculty. - Establishment of teaching load for distance learning faculty. - Intellectual property rights - technology mediated materials.

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Policies and Procedures Specific to Distance Education Provided to the State Auditor's Office by 12 of the Institutions Surveyed	
Institution Name	**Description of Distance Education Policies and Procedures Provided**

Sam Houston State University	The policies and procedures provided included:
	■ A general distance education policy, which addressed the following:
	   ♦ Distance education purpose.
	   ♦ Definitions of distance education terms.
	   ♦ Planning for distance education activities.
	   ♦ Academic requirements and quality standards for distance education programs and courses.
	   ♦ Administrative approval and coordination of distance education courses and programs.
	   ♦ Faculty compensation for Web-based course design and instruction.
	   ♦ Definition of categories for online classes.

Sul Ross State University - Rio Grande Campus	The institution provided a distance education student handbook, which describes services, resources, and technologies available for distance education students' use.

Stephen F. Austin State University	The policies and procedures provided included:
	■ An overall distance education policy, which included the following:
	   ♦ Distance education course development.
	   ♦ Distance education course approvals.
	   ♦ Distance education principles of good practice.
	   ♦ Intellectual property license agreements and rights.
	   ♦ Faculty competencies and compensation.

Texas A&M International University	The policies and procedures provided included: ■ The development of distance education courses. ■ The evaluation of distance education courses.
Texas A&M University – Commerce	The policies and procedures provided was a copyright procedure, which described processes related to materials that help facilitate and support Web-based instruction.

Texas State University - San Marcos	The policies and procedures provided included:
	■ A general distance education policy, which includes the following information:
	   ♦ List of distance education standards and criteria.
	   ♦ Definitions of distance education terms.
	   ♦ Distance education program proposal preparation and approval process.
	■ A policy for distance education courses that use on-campus, proctored examinations.
	■ A policy on intellectual property issues that pertain to distance education.

Texas Woman's University	The policies and procedures provided included:
	■ An intellectual property policy, which defined:
	   ♦ Distance education courses.
	   ♦ Copyrights in electronic courses.
	   ♦ Contributed materials.
	   ♦ Faculty responsibility to currently enrolled students.
	   ♦ Course development.
	   ♦ Revision rights.
	   ♦ Royalties.
	   ♦ Work for hire.

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Policies and Procedures Specific to Distance Education Provided to the State Auditor's Office by 12 of the Institutions Surveyed	
Institution Name	**Description of Distance Education Policies and Procedures Provided**

University of North Texas	The policies and procedures provided included:
	■ A policy concerning course materials, which addressed the following:
	   ◆ Copyright ownership.
	   ◆ Faculty responsibility to currently enrolled students.
	   ◆ Course development.
	   ◆ Revision rights.
	   ◆ Royalties.
	   ◆ Contributed materials (such as the usage of materials, voices, or images of persons other than the course material developer).
	   ◆ Use of the University of North Texas's name.
	   ◆ Protecting work.
	   ◆ Retention of nonexclusive license.
	   ◆ Administration.

The University of Texas at Brownsville	The policies and procedures provided included:
	■ An overall distance education policy, which included the following:
	   ◆ Mission statement.
	   ◆ Distance learning department organizational structure.
	   ◆ Segregation of duties.
	   ◆ Security and confidentiality over computer systems.
	   ◆ Technological services (such as videoconferencing, teaching online training, and Web services).
	   ◆ Employment policies, purchasing process, accounting, and records.

The University of Texas of the Permian Basin	The policies and procedures provided included:
	■ An overall distance education policy, which included the following:
	   ◆ Distance education student resources.
	   ◆ Distance education course review and revision.
	   ◆ Access to distance education courses.

Source: Unaudited, self-reported data from the State Auditor's Office's survey of institutions.

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Auditors gave the 37 institutions surveyed the opportunity to provide additional comments about their experience with distance education, including future plans for the distance education programs, how the institution assesses distance education courses, or how the institution creates ongoing improvements for its distance education programs. Seventeen institutions provided comments; below are the institutions' additional comments.

Lamar University

Lamar University uses a continuous improvement model for on-going program assessment. We assess courses through the same online evaluation system that is utilized for face-to-face classes.

Stephen F. Austin State University

We have been offering programs for about 10 years. It's part of the strategic plan at SFA to continue to grow. We have a thorough Quality Assurance Process for developing new courses. We have an office on-campus dedicated to improving all aspects of distance education. We are guided by a Distance Education Advisory Committee for improvement in policies and procedures.

Sul Ross State University

Currently Sul Ross is developing additional distance education degrees: BS in Physical Education; BA & BS in Interdisciplinary Studies (Education); and a BBA in General Business. A distance education policy has been in development for about a year by the Academic Deans Council.

Sul Ross State University - Rio Grande College

Our institution is exploring expanding the offering of distance education courses in the future for additional programs.

Texas A&M University - Central Texas

TAMUCT has been offering online courses since 2009, but does not currently have any online programs. Our online programs are scheduled to begin in Spring 2012. Our Distance Education Plan was approved by the THECB on 08/05/2011. Our institution is implementing the Quality Matters framework for the peer review of online courses. Our faculty teaching online take 20-40 hours of training on aligning course objectives with critical course components, engaging learners in the online environment, assessment of student learning online, and technology (learning management system as well

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as other campus academic technologies). We also have an incentive program in place tied to the course development and peer review processes. Details of our program and plans can be found in our Institutional Plan for Distance Education and Off-Campus Instruction submitted to the THECB.

Texas A&M University – Commerce

The university recently hired a Chief Information Officer (CIO) for the purpose of bringing the use of technology across the university under one division, in part to ensure the effective and efficient use of resources. The CIO will provide oversight and leadership in ongoing improvements in the use of technology tied to distance education programs. We are in the initial stages of implementing a learning outcomes manager application tied to our learning management system for the purpose of assessing course outcomes. A Faculty Center for Teaching and Technology (formerly Instructional Technology and Distance Education Department) has been established to further enhance the delivery of all modes of instruction.

Texas A&M University – Corpus Christi

We are in a transitional period where we are expanding distance education courses and programs. We started an Office of Distance Education in January 2011 and are developing new programs to offer online. We are also planning on using distance education technology as a protection for business continuity in case of a hurricane.

Texas A&M University – San Antonio

TAMU-SA submitted a Distance Education Plan, approved by the A&M System, to THECB on July 27, 2011. As of the date of this report, THECB has not reported a decision with respect to approval of this plan. We are just beginning to develop programs but none have yet been deployed.

Texas State University – San Marcos

Texas State utilizes a strategic planning process to drive university goals and related outcomes, including the development of online courses and programs. This approach reflect the philosophy that faculty and staff at the departmental and college level are in the best position to design programs, online or face-to-face, that maintain rigorous academic standards, achieve learning outcomes, and meet the needs of students and employment markets. Texas State implements the Principles of Good Practice for Electronically Delivered Courses (PGP) as promulgated by the Coordinating Board. The PGP is a self-study that must be completed for every distance learning course by the faculty member who develops and teaches the course. The Office of Distance and Extended Learning, in Academic Affairs, monitors PGPs to ensure that quality standards in online learning are being met. Instructional Technologies

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Support, in Information Technology, provides instructional design and technology expertise for online course development, implementation, and assessment.

Texas Woman's University

Academic units are expected to maintain separate institutional effectiveness plans for their DE programs. All degrees offered by academic units—DE and F2F--undergo periodic programmatic reviews by the Graduate Council (graduate degrees) or the Undergraduate Council (undergraduate degrees). In addition, TWU is a member of Quality Matters ™ (QM). All DE faculty are encouraged to participate in basic Quality Matters training, which focuses on best practices in online course design. Faculty may opt to have their courses reviewed informally using the QM standards by TWU instructional designers or formally by QM-managed, inter-institutional review teams. Some programs, such as the PhD in Nursing Science have developed QM-approved programmatic review plans. As part of their approved plan, for example, the College of Nursing doctoral faculty have committed to having all of their core courses nationally reviewed by inter-institutional review teams and becoming QM certified over a 4-year period. For more information on Quality Matters, please consult their website at http://www.qualitymatters.org.

University of Houston

Distance education is becoming more important in our overall instructional delivery strategy. For FY 2011, online and hybrid instructional accounted for over 15% of total SCH. Many students enroll in at least one DE course per semester to complete their full-time load and maintain timely progress toward degree completion. In addition, we are experiencing strong growth in hybrid/blended learning. All courses, whether DE or traditional, are assessed each semester. Our efforts related to distance learning and hybrid delivery are guided by the Principles of Good Practice and Quality Matters.

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Partnerships and Closing the Gaps UHD's Northwest Center will build on programs and partnerships currently in place to further the state's participation and success goals. UHD's Urban Education program at LSC Kingwood and LSC Cy-Fair was recognized by the THECB in 2010 and received the STAR award.

Course /Program Articulation All undergraduate programs have current articulation agreements in place or under negotiation with the partner community college.

Joint Admissions UHD has active joint admissions agreements with Lone Star College and Houston Community College designed to support the student in attainment of a Bachelors degree.

Shared Facilities UHD has a record of successful sharing of facilities at LSC facilities to provide access and better service to students and the community in the most cost-efficient manner.

Partnerships UHD has multiple partnerships with area community colleges including Lone Star College. As part of the partnership with Lone Star College, UHD delivers upper division courses leading to bachelors degrees at both LSC-CyFair and LSC-Kingwood.

Innovative Programs The most relevant example of an innovative program is the partnership of UHD, CyFair ISD and LSC-CyFair for teacher education providing for a student to complete the AAT degree at LSC-CyFair and the BAIS EC-6 Bilingual or BAIS EC-6 Generalist in Northwest Houston through classes currently taught by UHD at LSC-CyFair. A major focus of the program is providing access to teacher education for CFISD employees serving as teacher aides.

Long-Term Plans Any future programs proposed will depend on enrollment; new program approvals received by UHD (such as BAAS programs) and the needs of the community.

University of North Texas

UNT is exploring partnerships with educational vendors to boost the growth of existing and prospective online programs. Quality Matters has been adopted as the foundation of a revised course approval process to ensure minimum quality standards are met (or exceeded) before a course is delivered. UNT is leveraging its use of a learning management system to enhance courses that are less than 50% online and to provide an academic continuity/disaster recovery option.

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The University of Texas at Austin

The majority of the distance courses currently offered through University Extension (UEX) are designed by UT faculty for independent learners. Students may enroll at any time and have five months from the date of enrollment to complete the course. Instructors must respond to students' coursework within three business days and students may not proceed with coursework until they have received feedback from the instructor. All exams are in proctored environments and students must pass the final exam in order to receive a passing grade in the course. University Extension is currently engaged in a substantial upgrade of its current online courses and in the planning stages of adding more courses. The upgrades address both content (updating for better alignment with current curriculum) and delivery (to be less textbook dependent and more interactive). Within the College of Pharmacy, extensive use is made of distance educational approaches and equipment to support courses where the students are dispersed to four different sites. These are not technically "distance education" courses by the state's definition, since there is an instructor at each site, but it is frequently the case that students are connecting to one of the course instructors (as well as other students) through video conferencing and live interactive television. We expect to provide more opportunities such as these to our students in a variety of courses. Finally, UT Austin is undertaking a large course redesign effort under the auspices of the Course Transformation Program.

The program is designed to improve student success in large, lower division gateway courses by incorporating innovative approaches to instruction and learning. This transformation effort is supported by the strategic use of educational technologies in a hybrid course format. These courses will utilize a variety of classroom and online technologies to assess what students know, offer opportunities to master the learning materials, and connect with peers and instructors in collaborative educational activities.

U.T. Austin has also embraced the use of educational technologies as tools to support academic success and deeper learning. Online learning modules will provide students with more opportunities to practice new skills and master new concepts that they first encounter in class. The modules may give students a chance to preview ideas and information before class, so they can get more from the classroom discussion. Online learning environments will provide new opportunities for collaboration, fostering a community of learning via blogs, wikis, chat rooms, and email. In the classroom, educational technology will help make large lecture classes more interactive. Technology is being used to demonstrate dynamic processes with complex visual animations. It is support for more critical inquiry approaches to learning. But for our traditional undergraduate population, we do not believe that

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educational technology should be overused - it should not replace face to face interactions with peers and instructors.

The University of Texas at Brownsville

UT Brownsville has created an effective digital environment for students with the implementation of one of the most sophisticated online platforms in higher education. The university's online platform, offers students an online portal with modules and student organization intranet, and a Learning Management System (LMS) providing all courses with synchronous and asynchronous communications tools, including Online Class Video Capture and Desktop Videoconferencing. UTB/TSC online students receive high quality student services including online student orientation, online tutoring 24/7, test proctoring, helpdesk, and admission and registration information for online courses and programs.

The University of Texas at San Antonio

Due in part to the explosive growth of enrollment over the past several years, UTSA is currently focused on developing and delivering hybrid courses to better serve our on-campus students. We deliver very few fully online courses.

The University of Texas at Tyler

We are significantly increasing the number of online degree programs at the graduate level. For Fall 2011 we will add 2 degrees and 1 certificate. We have trained more than 60 faculty in hybrid/blended delivery. Assessments of student learning are done just as they are done in on-campus classes; each program has an assessment plan. Assessment of efficacy of distance learning is done through a survey by the office of distance education (television delivered); or by each program for online courses. Faculty assessment is done through a centralized online database that is part of our SIS and is the same for all courses.

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Texas Southern University
Texas State University – San Marcos
Texas Tech University
Texas Woman's University
University of Houston
University of Houston - Clear Lake
University of Houston - Downtown
University of Houston - Victoria
University of North Texas
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at Brownsville
The University of Texas at Dallas
The University of Texas at El Paso
The University of Texas - Pan American
The University of Texas of the Permian Basin
The University of Texas at San Antonio
The University of Texas at Tyler
West Texas A&M University